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A compensatory education program in Denver was developed to meet the needs of culturally disadvantaged and racially isolated Negroes and Spanish Americans in two junior high schools. Emphasis was on student motivation and enrichment, involvement of the interaction between school and community, and teacher training and community programs. Specific recommendations are made for each of the schools and their neighborhoods. Detailed budgets are included in the document. (NH)

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SUPERIOR SCHOOL PROGRAM
FOR
SMILEY AND BAKER JUNIOR HIGH SCHOOLS
DENVER, COLORADO

by

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James A. Kent

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INTRODUCTION

Behind any attempt to develop a superior school program must be the realization that the total environment operates in a manner which produces what has been called a "socialization community." An important part of the socialization community is its program for rearing, educating and assimilating the young. The junior high school is one of the many areas which function to socialize a person. For this reason a superior school program must focus on the family, the neighborhood, peer group activities, cultural and social class value systems, as well as the school itself and the role of the teacher. Education, as a social process, cannot be seen as separated from wider social interaction with the community. This is especially true when the student group is composed of culturally disadvantaged students, the children from the ethnic, racial or poverty ghetto. These students have a way of life which is often times different from that experienced by the teacher, the administrators, and agency personnel of the school. Their life style is different. They have learned different values. The central issue is how the culturally disadvantaged can be reached in the education process. How can the gap between the school and the student be bridged? The following report outlines a program of community and educational action whereby the socially isolated and culturally disadvantaged student can be accommodated, and thereby be effectively involved in the learning situation.

This program will be known as the Superior School Program. The Superior School includes all the allied projects which must be developed to bring the junior high school in the culturally disadvantaged neighborhood up to a level which will produce success among its students. These projects are more intense and more comprehensive in nature than those presently employed in the middle class areas.

The goals of the Superior School Program are, basically, these four:

Student	A.	The focusing of every available school and community resource on the work of motivating and equiping the culturally disadvantaged or racially segregated child to become a productive student.
School	B.	Making the school a meaningful and visible internal function of the surrounding community.
Community	C.	Intervening in the community neighborhoods in a dynamic and insightful manner in order to create a family, peer group, and social agency atmosphere which is positive in relation to the school.
Teacher	D.	The selection, training, sensitizing, and motivation of teachers to become important and proficient socializing agents.

With this in mind a unique opportunity is available for Denver to contribute significantly to the educational and sociological theories dealing with culturally disadvantaged and racially integrated schools.

The total program will need continuous evaluation so that Denver and other cities across the nation can benefit from our experiences.

PROCEDURE

On July 21, 1966 James A. Kent, consultant sociologist, was commissioned by the Advisory Council on Equality of Educational Opportunity in the Denver Public Schools to prepare a compensatory education program for Baker and Smiley Junior High Schools. The program was needed by August 15, 1966. Two teams had been tentatively selected by the Advisory Council to investigate each school area. These two teams were used by the consultant.

The Baker team was composed of Donald Genera, assistant principal, and Leeman Taylor, coordinator. The Smiley team was composed of Dr. Edward Stone, assistant principal, and Vernon Welch, coordinator. The teams were instructed to convene school and community groups and talk to individuals who were in any way involved in the Baker and Smiley community. They challenged the groups and individuals to suggest ways to make education effective for the children at Baker and Smiley Junior High Schools.

The consultant and his assistant Sam Burns, Department of Sociology, University of Colorado, attended many of these meetings and interviewed select professionals in the field concerning the problems being approached. Student groups were also convened to obtain suggestions for an educational program.

There were many exciting suggestions which are built into the two programs. Three areas were consistently mentioned by almost all groups and individuals. They were in order of interest:

1) Involvement of the school, the home, and neighborhood in one education program.

2) Freeing of the teacher to be effective in her teaching role.

3) Making the curriculum exciting and action oriented.

Preliminary reports from the two teams were submitted to the consultant on August 7, 1966.

The fundamental problems shared by both schools were the adoption of a school program to meet the needs of the culturally disadvantaged and racially isolated, initiation of practices to improve and strengthen school-home-neighborhood interaction, establishment and maintenance of the school as a functional part of the neighborhood, and development of a comprehensive teacher training program.

This report is divided into two main areas: School and Community. These areas have been reported separately only to give a clear picture of the programs being proposed. In reality the school and community programs cannot function separately since each is interdependent upon the other.

OVERVIEW

The Smiley and Baker Junior High Schools and surrounding neighborhoods present many similar and yet many different types of problems. The Baker area is totally deprived socio-economically. The neighborhood is primarily Spanish-surnamed and disorganized; the people live in virtual isolation from the rest of the community.

The Smiley area has some components of a deprived neighborhood, but it also has a substantial middle class Negro and Anglo group. The problems that exist at Smiley are racial as well as socio-economic.

There are certain strengths in the Smiley area such as strong community organizations that are not shared by the Baker area. It is against this background of differences and similarities that the following program is written.

AREA I

SCHOOLS

There is more potential for intellectual growth and academic success among the students of disadvantaged schools than is commonly thought. Compensatory education (or a Superior School Program) is a reaffirmation of a belief in this potential.

The principles behind a compensatory school program include:

1. Schools should not compromise any effort to determine the limits of the disadvantaged child's potential.
2. Schools must come to understand the social, physical, and cultural environments of the poor which retard intellectual development.
3. Schools must take the responsibility to engage in an analysis of these factors and adjust the program to overcome these blockages.
4. If school success for all of the student population is to be accomplished, compensatory education programs in the "disadvantaged" schools must have a considerably higher per capita cost than the "middle class" school.

The above four principles guided the development of the school plan.

The school plan is divided into the following sections:

A. Curriculum

B. Teacher strategy

C. Teacher training

D. Teacher recruitment

E. Administrative roles

F. Direct service and supportive roles

G. Co-curricular activities

H. Equipment and materials

SECTION A: CURRICULUM

Some of the greatest blocks to success in school for the disadvantaged and racially segregated child are a low self-concept, negative attitudes about school, a low level of aspiration, and the absence of a model for linking effort with success. These would suggest a need to emphasize the emotional components of the learning experience. In this regard the goal changes from the covering of specific content to one of teaching concepts where insights and analyses of values, human factors, and relationships in events of life can take place.

Gross and Zeleny have pointed out,

> "The curriculum and youth must be so correlated that the needs of society and youth become satisfied in one living process. The two, that is, the curriculum (reflecting the society of the disadvantaged) and youth, cannot be considered as two separate things."[1]

Educational efforts must be on the growing child rather than the subject matter we try to teach him. A negative or positive contribution to the child's self concept is important as a basis to the knowledge or skill he may acquire during a day in school.

The following two points are of special importance as general guide lines:

1. Development of the curriculum should be the responsibility of the staff and administration of each school.

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[1] Beck, John and Saxe, Richard. Teaching the Culturally Disadvantaged Pupil. Springfield, Illinois: Charles C. Thomas. 1965 p. 36.

2. As all parts of this program are put into action, each junior high school should be organized to evaluate the effectiveness and worth. (See Section 4, Curriculum Development)

There are six specific points of recommendation on curriculum:

1. Enrichment activities
2. Subject matter consideration
3. Time scheduling
4. Curriculum development
5. Phasing out modified programs
6. Special education program

1. Enrichment Activities

The curriculum of the junior high school servicing disadvantaged students requires definite enrichment activities which go beyond the formal courses. Enrichment activities can be generally defined as those which create interest or enhance the student's interest in learning. These activities place him in contact with those social influences that are not normally available to him. These activities can be seen as having two major goals:

a. Exposure to learning experiences of a broadening nature in the economic, political, family, and religious spheres of our society.

b. Acquaintance with role-models of persons whom the student would like "to be like," making the necessary knowledge about positions and jobs available to them as prospective members of the labor, managerial or professional groups.

These activities should be planned in abundance as an integral part of the learning experience. At all times the parents should be considered as co-participants in these activities, since many of them can gain the same benefits as the students, and will thereby reinforce the learning experience for the student in the home environment.

Recommendations: Baker and Smiley

The following activities have been recommended by civic and school groups. (These recommendations provide a basis, and should not be seen as all the possible suggestions.)

1. Conduct all-day trips to events and places of particular importance (Museums, Air Force Academy, symphonies, sports) for students and their parents.
2. Money should be provided for the leasing of transportation. Restrictions on trips outside Denver County should be abandoned.
3. These activities must be well planned and well staffed by teachers and others who can point out items of interest and relate them to the wider socialization process of the student.
4. Conduct short visits within the city which enrich a particular area of a subject, and which would be planned by the individual teacher. A trip to the gas station to demonstrate the retail function of small businesses, trips to larger business buildings, lawyers offices, etc.)
5. Each school should sponsor an appropriate camp program (sleep-outs, etc.) in which pupils and parents may participate with middle class adults and children.

2. Subject Matter Considerations

Subject matter that fits the social, psychological and academic needs of the individual student is of utmost importance. It must take into consideration all aspects of learning, whether the child is college or job bound. It must be designed to move the student from general isolation from the world of ideas to full enjoyable participation. For the disadvantaged family, a supply of useful information in regard to vocational planning is important.

The following areas were considered important in involving the child at his current level of interest and participation.

Recommendations: Baker and Smiley

1. Provision of textbooks, periodicals, and other literature depicting the contributions of the various ethnic groups would serve to enhance the student's self-concept. (Teachers could participate in their own research projects in providing some of this.)
2. Textbooks should be approved in quantity on an experimental basis or by special action of the Board for Baker and Smiley as needed by the faculty without long delays. No majority vote of other schools should ever bind these schools to the use of a specific text.
3. Realistic classes on sex education should be held for the child with the understanding that there will be a feedback to the parents. Efforts should also be made to involve the parents. School aides

could be helpful in this area.

4. Within appropriate courses the inclusion of family life, sibling relationships, domestic activities, personal care and social adjustment as subject matter should be stressed.

5. Efforts should be made to closely align the student's experiences with his job possibilities. Most students who neglect their school work and become drop-outs do so because they see very little connection between school experiences and the vocational choices open to them. The student needs to know as much about the job structure, work roles, productivity and timeliness as the school can offer him.

6. Work study experience offering school credit and pay for some of the older students with limited interest in further academic education should be explored.

7. Students often gain satisfaction from successful intermediary work experiences prior to the time they actually join the work force. These experiences provide substance for their self concept, a boost to their overall maturation, and at the same time may be seen as "critical incidents" in their acculturation process. For example: A special unit in child development could be planned by the home economics department. This could place emphasis on baby-sitting, and mothers could be employed as primary instructors. At the completion of the course, a certificate could be given to the participating students. With the help of a teacher's aide these students could form a baby-sitting service for school and community

functions where direct financial return would be realized for the student.

3. Time Scheduling

Organization of the school day into productive "time blocks" is seen as a major goal. Effective time blocks are the arrangement of a time schedule to allow an effective amount of time for teaching a specific subject. It should be remembered that forty-minute periods are not sacred in teaching concepts. The following areas are important:

A. Extended day or split session.

B. Blocking courses effectively according to time.

C. Snack breaks for students.

D. Rest breaks for teachers.

All of these areas have as their goal increased classroom efficiency and reduced class size in terms of making the students more alert and able to learn and the teachers better prepared to teach. (See page 18 for discussion of class size under Teacher Strategy, Section B.)

Recommendations for Baker and Smiley:

1. Extended day or split sessions. Smiley Junior High has already planned for a split session to begin September of 1966. It is recommended that this plan be implemented. Baker Junior High has not considered a split session, and it is recommended that it go on an extended ten-period day in September of 1966. Baker can reduce the class size by extending the day to ten periods with two staggered eight period groups. This will provide a basis of judgment

for the two approaches. Evaluation should be made periodically in order to recommend possible changes to these plans.

2. Social studies should be taught during a two period block of time, serving as the major subject matter around which reading instruction is built.

3. While we are aware that a certain amount of disorganization results from having mid-morning or mid-afternoon snack breaks, concentration on school work is difficult for a hungry child. It is recommended that these activities be instituted on the following basis:

    a. Make the snacks simple, and limited to a maximum of 15 minutes.

    b. Have the snack in the classroom supervised by the teacher aide.

    c. Use portable food containers such as paper milk cartons.

    d. The aide would pick up the needed apples or pastries, etc., before class and serve them.

    e. Napkins and pre-moistened towels will facilitate quick clean-up.

    f. These snacks should be furnished to the students free of charge.

4. While the classes have their break the teacher should be allowed to leave the classroom entirely, and relax for 15 minutes.

4. Curriculum Development

One of the most important aspects of teaching is freedom for the development of new and functional curriculum ideas. The following suggestions were made for evaluation and implementation of curriculum ideas.

Recommendations: Baker and Smiley

1. 1966-67 should be used for a planning and inservice year for the building of a faculty with an experimental attitude.
2. As a result of objectives and goals formulated by workers with the community, parents and students, the teachers in each department are expected to use their training, experience, research and imagination to build a curriculum to interest and involve students.
3. Building on the differences which will evolve if each department and each teacher is encouraged and helped to experiment, several well planned, defined and carefully controlled approaches would produce valuable research results.
4. Teachers are urged to work with students in their class to plan and evaluate instruction.
5. In support of 1, 2, 3, and 4 above, a group of students should be selected to act as "teacher trainers." Ronald Lippitt reports the following interesting observation:

> "One interesting innovation developed when the teachers faced the fact of doing something significantly different in their own classrooms which they felt was dangerous, there were all kinds of images of awkwardness............ So a squad of children was recruited to come in and give

> them a chance to practice new approaches. This team...developed a great enthusiasm for this role as teacher trainers. When the teachers wanted to try out some kind of techniques at a pre-"playing for keeps" level, and get feedback, the pupils were available for tryout and evaluation."[2]

Selection of this squad of teacher trainers should be based on a cross-sectional sample of the student population at the given junior high school and should be rotated.

5. Phasing Out the Modified and Accelerated Classes

A student's group placement has an important bearing on his learning potential. Social, psychological, as well as academic grouping techniques, should be used in determining where a child is placed.

A recent report, by the United States Department of Education[3] states that when a student from a home that is strongly and effectively supportive of education is put in a school where most pupils do not come from such homes, his achievement is little different than if he were in a school composed of others like himself. The study also found that when disadvantaged Negro pupils were placed in schools with white youngsters with strong educational backgrounds their academic achievement was likely to improve.

Class groupings therefore can be developed that aid the educational process rather than retard it. They should be used to develop leadership, learning ability and supportive techniques that reinforce the self concept. In this program it will be possible to return to heterogeneous groups which more realistically fit the image of society.

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[2] Lippitt, Ronald. "The Youth Culture, the School System and the Socialization Community," Conference on Training Programs for Personnel Who Work with Educationally Disadvantaged Students, Cooperative Research Project No. F-30, Ed. Harry V. Anderson, Human Relations Center, Boston Univ. 1964. (Mr. Lippitt is with the Institute for Social Research, Univ. of Michigan.) Pages 45-46.

[3] Catalog No. FS5.238:38000, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 1966.

Many of the teachers who were interviewed were in favor of the heterogeneous class while others were frightened of it.

A formula has been developed to allow the child who is now classified as a modified student to gain upward mobility within the school groups.

A suggested grouping could be used such as:

1. \A B C\
2. \B C D\
3. \C D E\
4. \D E F\

In this sequence of groupings a student with a "D" average in a particular subject can participate in either the 2, 3 or 4 group of that subject. The "C" student can participate in the 1, 2 or 3 group. Basing their decision on subject grade, social or peer group, and psychological strengths; the teacher, student and counselor or other service personnel if needed, will decide on placement in several of the four class group levels. No student should be in more than two classes in any group. An all "A" student, for example, could only be in Group 1 for two classes; his other classes would be distributed among groups two and three.

Recommendations:

Smiley:

1. For school year 1966-67 individual programs tailored to each child's needs will be continued.

2. Regular classes should be continued in math, English and science, at least during the first semester of 1966-67. An effort to include all of the modified students and all of the accelerated students into regular classes by 1967 should be made. The accelerated student can be motivated in the regular class so that his experiences can be broadened and learning reinforced through helping others, doing individual research, etc. This is discussed in Section B-6.

3. The special reading class will continue in the seventh grade through 1967-68.

4. For the school year 1967-68, regular classes will be reduced to an average of 20.

Baker:

1. The Baker program will follow similar phasing out program for its modified and accelerated classes. The Baker program will use a 1, 2, 3, 4, grouping system.

Special problems of each school will be dealt with from their own perspectives.

6. Special Education Programs

There is no significant alternative to a special education program for the physically and mentally handicapped student. These programs should, however, be restricted to these students, and not include the culturally disadvantaged students who often end up in special education programs.

It is recommended that the special education student be evaluated for health status by a psychologist, pediatrician, a teacher, and social worker. Any health services which would assist the school program should be made available free of charge. The pre-vocational aspects should be emphasized, with some experimentation in the area of part-time work during the last year, or in a sheltered workshop experience.

Recommendations: Baker and Smiley

One additional teacher is needed for the school year 1966-67 and one more for 1967-68 at Smiley. Baker Junior High has enough staff for the present time with two classes. Both schools need equipment and materials for the programs.

SECTION B: TEACHER STRATEGY

The role of the teacher is that of the central socializing agent in the school dealing with the complex strategies of techniques, personal images, and socio-cultural interactions found in the classroom. How the teacher in the deprived school can involve the students in a manner which will enhance their learning capabilities is a problem for which teachers come ill prepared. The "teacher strategy" is the teachers' answers to the problems of overcrowded classrooms, high rates of mobility and divergent social behavior found in disadvantaged and racially mixed schools.

The personal relationships between the student and teacher and the role of the teacher, are affected by the following items.

1. Teachers sensitivity to classroom dynamics and the sub-cultural structure of the culturally disadvantaged or minority student.
2. Class size and teacher load.
3. Utilization of aides in a variety of roles to free the teacher for the specific teaching function and to provide a "link" between the school and the neighborhood.
4. Secretarial assistance.
5. Utilization of college students as teacher interns.
6. Use of the "Each one--Teach one" concept.
7. Involvement of persons of the community as primary instructors in specific action learning programs.
8. Team teaching

> "Our ideas about 'good teaching' are too global and undifferentiated to allow teachers to be effective with any student except those who are capable of learning a great deal in spite of how they are taught. One cannot, for example, assume that the methods effective for acquiring information are also effective for developing skills in thinking. This is especially true of students whose powers of abstraction, and therefore of transfer, are underdeveloped (or low). For these students especially focused teaching strategies are needed."[4]

General Recommendations:

A primary goal of teaching is the encouragement of abstract thinking and formation of concepts by the student. Several recommendations for teacher strategy which focus on concepts rather than content follow.

1. Reduce the amount of material to be covered by reducing the amount of descriptive data.
2. Organize the material into basic concepts.
3. Teach attitudes and skills by teaching thought processes.
4. Allow the student to build a good self-concept, assisting him where necessary.
5. Realize that interaction between students, and between students and teachers is the basic vehicle for learning. Learning activities and projects are more effective among the culturally disadvantaged than the read, study and repeat method.

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[4] Taba, Hilda. "Teaching Strategies," Conference on Training Programs for Personnel Who Work with Educationally Disadvantaged Students, Ibid. Page 70.

1. Teacher Sensitivity to Classroom Dynamics and Sub-cultural Ethnic and Racial Groups

The teacher must be aware of the socio-cultural environment of the student. What are the specific characteristics of this environment? To some degree students and families in each of the junior high schools, Baker and Smiley, have these similar characteristics:

a. Lack of participation in the wider society because of ethnic or racial segregation.

b. Low rates of employment by the head of the household.

c. Lack of services of health, legal, and economic agencies of middle class society.

d. Limited access to consumer goods.

e. Inability to establish goals because of a feeling that most goals will not be achieved.

f. Inability to control their environment.

In the Smiley area it must be emphasized that while 20 percent of the families are members of the deprived groups, other families have achieved a certain amount of economic security. These latter families still retain the stigma of race, however, and are constantly exposed to the social prejudices of segregation.

It is necessary that the teacher understand the social dynamics of the classroom. As a group, the class is capable of interacting within itself to produce spontaneous results in the learning process. Each student is a resource in himself. Spontaneity will serve to draw a response from each of the students if the dynamic situation can be "led along" by the teacher. Materials need not always be brought into the group, for much is waiting to be drawn out.

Recommendation: Smiley and Baker

1. An appropriate amount of time should be given to this area during the inservice training periods.
2. Resource people could include:

   Dorothy Sherman, University of Colorado
   Blaine Mercer, University of Colorado
   Louis Fliegler, University of Denver
   (Now at Kent State University, Kent, Ohio)
   Dorothea Spellman, University of Denver
   Gaston Blom, Colorado Psychopathic Hospital
   Carl Hollander, Fort Logan Mental Health Center

2. Class Size and Teacher Load

Individual attention is of extreme importance and if heterogeneous groups are established, class size becomes an important factor. The greater need of the disadvantaged youngster for individual attention and carefully planned successful experiences would be met through reduction of class size. Experimental programs in Detroit, New York and Chicago have found the smaller the class with specially trained teachers, the more successful the student experiences.[5]

Although class size is important, teacher load is of equal importance. The teacher load should be flexible enough to allow time for home visiting, individual student assistance, and development and work on innovative ideas. A step in attracting teachers would be reduction of class size and teacher load.

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[5] Reissman, Frank and Arthur Pearl. New Careers for the Poor. The Free Press, New York. 1965.

The reduction of class size will allow for a ratio of one teacher-counselor to every 30 students. This will allow the teacher, with reduced load to get to know these students and families personally, visiting the home and other places of family interest. Group counseling techniques should be encouraged and the help of the group worker could be available to help teachers learn group techniques. The students that were interviewed complained of having little or no contact with their counselor. This must be overcome.

Recommendations: Smiley

In order to reduce class size and provide for adequate educational experiences, Smiley has been given approval to operate on a double session September 1966. However, additional staff will be required if the double session program is to be successful.

1. To reduce the teacher load to four classes and a duty or five classes without increasing class size would require 22 additional teachers for 1966-67.
2. To maintain no more than 12 students in a modified class until they are phased out would require one additional teacher.
3. To reduce the special reading, reading-English-social studies classes for intensive help in reading to an average number of 24, one additional teacher will be needed.
4. Reduce regular classes for 1966-67 to an average of 25 would four more teachers.

5. To reduce heterogeneous classes in social studies to an average of 25 for 1966-67 and further reduced to an average of 20 in 1967-68 would require two additional teachers for 1966-67.

6. To reduce the art, industrial arts and home economics classes which are laboratory courses requiring safe supervision of equipment and extensive individual instruction to a size of 20 in 1966-67 an addition of four teachers will be needed.

7. To provide more individual attention in instrumental music and reduce vocal music classes to an average of thirty pupils, one additional teacher is needed to teach in both areas for 1966-67.

8. To provide two teachers in physical education classes which exceed 45 pupils will require two additional teachers for 1966-67.

9. To provide ratio of one teacher-counselor per 30 students will require two additional teachers.

A summary of all positions requested at Smiley is provided in the budget summary.

Recommendations: Baker

It was felt that the goals of Baker could be achieved by scheduling a 10 period day rather than a double session for 1966-67. Concern should be shown that the outlined program can succeed in an extended day. If not then a double session should be developed for school year 1967-68.

1. To reduce the regular class size to an average of 20 pupils, an addition of 8 teachers is needed for 1966-67.

2. To reduce teacher load to four classes and a duty or five classes without increasing class size would require 8 additional teachers for 1966-67.

3. The special reading classes are presently staffed with team teachers with a ratio of 2 to 28. No more teachers were requested in this area.

4. To maintain and develop more effective programs in art, industrial arts, home economics, instrumental music, vocal music, physical education, it is expected that additional personnel will be needed by mid-year.

3. Utilization of Non-professional Aides

Many of the tasks within the junior high school do not require the training possessed by the professional teacher. In fact, there are many tasks which a non-professional could accomplish more advantageously than the professional. For the professional to occupy his time at these tasks is expensive and takes him away from his teaching function. While serving a direct function the aide is stabilized, learns skills and becomes an asset to the community. The last five years has seen an ever increasing utilization of the adequately trained non-professional in auxilliary roles such as psychiatric aides, homemaker aides, and nursing aides with remarkable success.

The three broad goals of an aide program would be the following:

a. To free the teacher to carry on her teaching functions, and to leave time for adequate preparation, visits to parents' homes, and increased counseling activities.

b. To provide a link between the community and the school since these aides would all be chosen from the surrounding neighborhoods.

c. To provide indigenous personnel to act as cultural interpreters, communication agents, and professional staff sensitizers to the inner-city junior high school.

An extensive aide training program, along with recruitment guidelines is attached as Appendix A.

The following are areas in which aides could profitably be employed, with a brief job description.

Teacher Aides. Some of the teacher aides would be assigned to a specific classroom on a permanent basis, and would not be attached to a single teacher. Their duties could include such activities as taking roll, supervising the snack breaks, drawing supplies, acting as an assistant instructor, running audio-visual equipment, assisting in the movement of students from place to place on field trips, counseling and referral of difficult cases, home visiting, and other duties which the teacher might consider appropriate.

Audio-Visual Aide. With the anticipated increases in audio-visual equipment, it will become necessary to keep one person in each school on duty full-time to store, inventory, receive, catalogue, clean, and deliver the needed machines. This role is visualized as a great assistance to the teacher and to the administration relative to maintenance, and record keeping.

Materials and Resource Center Aides. The role of the aide in the resource center is much similar to that of the audio-visual aide, but is involved with a wider range of supplies and materials. It is estimated that two aides per school will be required to establish, maintain, and operate a materials center for the teachers. The purpose of the resource center is to maintain on hand a full supply of the necessary teaching aids, or to create and produce them upon order by the teacher. These materials might range anywhere from a mock battle display of the Battle of Gettysburg to posters on first aid treatment. (A full explanation of the organization and function of the Materials Center is given in Section H-2.)

Library Aides. Since the program calls for extended services to be provided by the library it is proposed that two library assistants be hired for each school library. The extended services will include longer operating hours, and a wider variety of services. In order to free the librarian to do her more professional functions, the non-professional aide can be utilized to check out books, shelve books, maintain quiet, operate the library during lunch hour, and accomplish miscellaneous routine administrative tasks under the direction of the librarian.

Home-Economics Aide. The home-economics department provides an unusually appropriate setting for the utilization of a non-professional aide. Here the aide would be used to help with the cooking demonstrations, instruction in sewing, acquaint the teacher with homemaking practices of the neighborhood, help with organization of teas and social function refreshments, shop and organize supplies for food lab classes. Student involvement would be encouraged here.

Work Shop Aides. It is anticipated that an extension of the services of the shops into evening and weekend hours will be made. A non-professional aide could perform such tasks as the inventory of materials, shop clean-up supervision, receipt of supplies, individual instruction after demonstration by teacher, etc. A semi-retired or partially handicapped carpenter would serve well in a wood shop. It is anticipated that one aide could be employed for each type of shop in each school.

Administrative Aides. Throughout the school day there are countless tasks which might be categorized as administrative supervising such as supervision of lavatories, bus stop, lunch room, bicycle rack and hallway. All of these detract from the professional role of the teacher. Two to three non-professional aides could be utilized to accomplish these functions, releasing the teacher for other work.

Recommendation: Smiley

Hire 43 aides to function in the above positions.

Recommendation: Baker

22 aides are needed.

4. Secretarial Assistance

In order to reduce the clerical activities of the teacher and to take up some of the administrative chores it is recommended that additional professional secretaries be made available. A ratio of one secretary for each 10 teachers should be established, with other secretaries being hired to carry the overload of project administration and service staff.

Recommendations: Baker

Hire 8 secretaries

Recommendations: Smiley

12 secretaries are needed

5. College Student Intern Program

As an auxiliary program to the present student-teacher plans, it is recommended that students in teaching degree programs be involved in internships within an inner city school. There are a multitude of ways in which an intern program could be designed, from having a five-year program at the B.A. level to having field work experiences in the deprived school but restricting the program to the usual four years. It is, however, a recommendation that a relationship between Baker and Smiley Junior High Schools and teaching colleges be established on a permanent basis. The general guidelines for such a project could be the following:

a. Specific university affiliation with each junior high school.

b. Internship beginning with the sophomore year and continuing up until the time student teaching begins.

c. Intern activities to include assisting the teacher with classroom activities, home visiting, tutoring, counseling, research and special learning projects.

d. Interns paid on an hourly basis to assist them with college expenses, in order that they can gain work experiences in the school rather than as a drugstore clerk, bus boy, or other extraneous functions.

e. Student teaching is to be done in the same school where the internship was taken.

f. Recruitment of teachers built around the internship participants.

g. Special funding for these projects at the university and high school levels.

The consultant has talked to Dr. Doris Molbert, Assistant Professor, Curriculum specialist, School of Education, University of Denver. Dr. Molbert has received funds to establish a program to provide a unique education pre-service curriculum designed for persons who have elected to teach at the secondary level in so-called disadvantaged schools. These persons hold a B.A. degree and want to attain a master's degree and teach in a disadvantaged area. Dr. Molbert's program consists of (1) specialized course work in education of the disadvantaged adolescent; (2) observation, participation and field work in deprived areas.

The first year of the post B.A. program is spent in an intensified program of class instruction and seminars and field work. The second year is begun with directed teaching in a disadvantaged school.

Dr. Molbert will have four students to work with for the next two years.

Recommendations: Baker and Smiley

It is recommended that Baker and Smiley participate in this program using the already funded program to develop their internship programs.

1. Two students should be assigned to each school.

2. They should be included immediately in all inservice training of teachers.

3. Dr. Molbert should be contacted and included as a part of both the Smiley and Baker programs.

4. Four interns should be considered immediately from other departments for each school.

6. The "Helper" Program

The helper program is designed to make use of the principle that a person engaged to help someone else is often times helped more than the person he is helping. This principle has been used effectively in programs like Higher Horizons, Chicago Area Project and Mobilization for Youth. It is somewhat the same principle upon which the aide program is based—a person with a serious problem is hired to help someone else and the helper diminishes his problems and grows remarkably.[6]

This principle has application to a school situation where there is a wide range of students from the culturally disadvantaged non-achievers to the achievers. Part of the non-achiever's problem is that he never has the opportunity to formulate his knowledge in a manner that is useful to him. If he is encouraged to help others learn he must conceptualize his own knowledge and in turn can learn from the teacher.

The "Helper" theory can be utilized to aid interaction between white and Negro students of various socio-backgrounds as well as students from the same ethnic group. Working together for a common goal produces behavior that cannot be simulated any other way.

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[6] Goldberg, Gertrude. "The Use of Untrained Neighborhood Workers in a Homemaker Program," Mobilization for Youth Report, 1963.

Recommendations: Baker and Smiley

1. Full use of this principle in an organized manner should be developed at Smiley and Baker. Commitment through the persuasion of others may be a highly important mechanism for behavior modification.
2. Use good students in a subject from the same school as homework helpers or tutors for the less able in the class. These students could be coordinated through a school aide or teacher intern with the help of the teacher.
3. Use the less able junior high student to tutor a child from an elementary school who is having difficulty. In this way the junior high student can reinforce his learning. This also provides a student link between elementary and junior high schools.
4. The less able student tutor could be aided by college students working under the American Friends Service program in the Baker area.
5. In the Smiley area the students may be aided by citizens from the Park Hill Action Committee or other neighborhood groups.
6. Smiley presently has 80 student volunteers who will be aiding teachers. This could be a core from which to build. Eighty low achievers could be organized to aid the elementary school.
7. Baker will have to organize this program from the beginning.
8. As this program develops, credit for this activity should be considered.

7. Specific Action Learning Programs in the Community

The community is a resource from which persons with skills or valuable advice can be drawn. A learning program designed to make use of community personnel is important to the student's awareness that his school experiences are closely related to his work roles either after high school or college. An awareness on the part of the student that his place in the school is not isolated from the community will make his present student activities more realistic and productive.

Recommendations: Smiley and Baker

It is recommended that each teacher in conjunction with the school-community coordinator select personnel for primary instruction of skills and ideas in relation to the classroom subjects taught. It is visualized that the neighborhood aides would play a role in the program as instructors, and in selection of the community personnel or in urging this person to take part in the program.

General guidelines for such a project are as follows:

1. Select personnel who aid in emphasis of a specific learning process. (Primary instructor)
2. Pay the person on the hourly scale of $2.50.
3. Do not limit the primary instructors to engineers, doctors and lawyers. There are a variety of personnel who can teach, given the opportunity. A farmer can give an excellent presentation of the natural processes of the sun, rain, and fertile soil, on the growth processes of grains and vegetables. A truck driver who travels

throughout the United States can give graphic depictions of road networks and geographical contours of the mountains, plains and deserts.

4. Allow the instructor to spend the day with the class in order that informal processes be set in motion.

5. Encourage the instructor to be friendly and informal with the students.

6. Make materials available from the resource center or encourage the instructor to bring artifacts of their work which will provide learning models and can be retained by the students or class.

7. Sometimes the students should be allowed to go to visit the instructor at his gas station, office, etc., rather than having him always come into the school.

It is recognized that changes in curriculum schedules will have to be made to allow such projects as this. It is contemplated that one day of the week be set aside for such projects which will not fit into the hourly-work schedule.

8. Team Teaching

No special recommendations are being made in this area. As many innovations are being put into effect with this program, it was felt that these should be evaluated before additional recommendations are made in this area.

Team teaching will be continued in areas where it is presently functioning. Time for two teachers in a team to plan together should be provided in the schedule.

SECTION C: TEACHER TRAINING

It has become increasingly evident that special training for teachers in deprived and racially integrated areas is needed if education of the young is going to take place. Often teachers that teach in these schools are at a loss for ways to "reach" pupils and parents, fail to secure satisfaction from their efforts, become frustrated, and request transfers.

The factors of ineffectiveness of traditional teaching techniques, shock at pupil behavior, little success for teacher or child, cultural misunderstanding and inability to cope with the community indicates that the present teacher education programs for teachers going into schools in disadvantaged or racially tense areas are inadequate.

If other sections of this proposal are to be effective, the schools must take it upon themselves to provide a continuous inservice training program for all teachers, administrators and para-educational personnel dealing with the particular problems of their school and community.

Teacher training was mentioned as a problem by several groups that were interviewed, possibly because of the high turnover of teachers at both Smiley and Baker. Parent and poverty groups view the teacher turnover as the system using their schools as a training ground and report that good teachers are transferred out to the suburbs after a training period in the slum school. Although movement is generally stimulated by frustration on the part of the teachers, the parents do not perceive it this way.

Lack of sensitivity on the part of the school is another indication of the need for an inservice program.

Recommendations: Baker and Smiley

1. The training program should be well-designed and coordinated so that it is a continuous learning and reinforcing experience throughout the year.

2. Part one of the training program should combine the faculty and administration of the two junior high schools in a residential setting away from the school. This should be a week in length and focus on the self-concept of the child, use of group methods for learning and teaching, problems of minority group relations, sensitivity training, status and role theory, subcultural and racial problems of Denver, etc.

   This phase should be undertaken immediately before school opens. The teachers should be compensated for their time spent in this phase of operations. Funds should also be provided to bring in outside consultants for use in such a program.

   During the week of intensive training, groups of teachers, administrators, and teaching interns should organize into units of 20 for weekly inservice meetings to be continued throughout the year.

3. Weekly sessions should deal with specific functions such as how to conduct open end discussions, how to be permissive and accepting of deviations, human sensitivity and other related topics. This

would be followed by continued work with the school-community problems that are specific to each school area.

4. At mid-year during the semester break, another week-long training session should be held. For this week the teachers, administrators, school aides, and other personnel should have planned areas that they desire to cover, re-emphasize, or re-enforce. New ideas that have been used effectively should be introduced to other teachers; cultural and racial problems that are pertinent should be explored. At this time, plans for the weekly inservice sessions should be made for the rest of the year.

5. The summer program should attempt to involve teachers in meaningful institutes where there is extensive work with new ideas in working with the deprived. Summer experiences such as this should be built into the training program for the fall to enrich the program.

6. Teachers who wish to should be encouraged to work in local action programs in the medical, poverty, or other program areas in the summer.

7. Teachers who develop plans during the school year 1966-67 which require special instructional materials which are not available commercially should be paid for time spent writing these materials during the summer of 1967. The principal should approve the projects prior to June 1, 1967.

8. The summer months should be used in program activities for the students that would allow different experiences and techniques of

teaching. Summer school classes for pupils who need help because of failure or a desire to advance more quickly should be offered at their own schools and be taught by teachers from their faculty.

9. School buses should be made available for teacher excursions. For example: during teacher orientation a bus ride of the area served by the school could be taken with points of interest noted and discussed.

SECTION D: TEACHER RECRUITMENT

The type and quality of teacher utilized in the culturally disadvantaged classroom situation is very important. For this reason recruitment of teachers is a primary concern for the Superior School Program.

The following are specific recommendations which will apply to both Baker and Smiley Junior High School.

1. Final authority for hiring a teacher should be delegated to Baker and Smiley Junior High Schools respectively in order to give maximum latitude to the school to develop a creative, interested, and appropriate faculty.
2. The teacher who desires a transfer should be given a transfer at the end of each school year with no prejudice. This may mean the loss of some experienced personnel, but if the program is as effective as it should be, this loss should not be as great as it is now, nor should the turnover continue for a very long time.
3. A committee of staff and faculty should be given the opportunity to interview all prospective teachers who might be assigned to either Smiley or Baker Junior High Schools. Composition of this committee should be the school-community coordinator, neighborhood aide, principal, selected teachers, teacher aide, and service team leader. This committee should be given the authority to reject or accept any prospective teacher, just as any new teacher should have the right to volunteer or not volunteer for Baker and Smiley after the interview.

4. Information about specific candidates and information about the school should be made available to the respective parties before such interviews in time for thoughtful considerations.

5. Recruitment should be attempted in some of the larger northern cities where special programs have already been tried such as New York City, Philadelphia, Chicago, and Detroit.

6. Prospective teachers should be informed of the special inservice training projects, auxiliary personnel, additional duties, and added pay for additional services.

SECTION E: ADMINISTRATIVE ROLES

With the addition of new personnel and activities at Baker and Smiley Junior High Schools, it will be necessary to add assistants at the administrative staff level. These assistants will serve as supervisors of various new personnel, managers of specific areas of activities, and to release the present staff for diversified work. The following are specific recommendations.

1. The principal should have overall control of the Superior School Program in his school.

2. He should be assisted by a project executive director whose major task will be to implement the various specific programs such as the non-professional aide program (training and supervision), resource center, extended services of workshops and library, and summer projects. Among his qualifications should be training and experience in group dynamics, sensitivity training, working with minority groups, community programming, and teacher training. His education should include an M.A. in Behavioral Sciences, three years experience in working with non-professional programs, or other related activity.

3. The school-community coordinator would continue with his present duties assisted by the executive director with certain over-lapping activities. The school-community coordinator would also be responsible for the community program as it is outlined in Area II of this report.

4. The assistant principal and coordinator should continue in their present roles with the additional duties of supervision which come under their jurisdiction with this new program. They should also be members of the service team.

5. All of these personnel should make up a team of experts. They should be willing to take on the added scope of their duties with assistance of clerical personnel.

6. In view of the innovative proposals in the Superior School Program, it is recommended that a Program Consultant Task Force be organized. This group could be called together at periodic intervals, especially during the early phases, to provide a multi-faceted advisory task force. This will be especially important in such areas as the community program, teacher training, aide program, teacher strategies, resource and services centers, adult education, and the specific action learning projects. It is visualized that the task force be composed of the following personnel:

   a. Teacher guidance specialists
   b. University educators
   c. Civic personnel in economic, government, health and welfare agencies, courts, etc.
   d. Sociologists, psychologists, and economists
   e. Community organizers
   f. Selected neighborhood leaders and aides
   g. Students (high school, college, junior high)

7. It is recommended that a staff of teacher assistants functioning as administrative interns be hired for both Smiley and Baker Junior High Schools. The purpose of these teachers would be to give flexibility to the main staff, in the sense of giving them time off to make home visits, attend conferences, take students on excursions and attend to important personal affairs. This should make the teachers' role at these two schools more attractive and further serve to upgrade the professional teacher.

It is estimated that six administrative teachers will be needed at Smiley and four at Baker.

SECTION F: DIRECT SERVICES AND SUPPORTIVE ROLE

There are services and supportive personnel working directly with the students which fall outside of the teaching process, but contribute to it in an immeasurable way. In the Superior School Program the physical health and mental stability of the student are essential to productive learning. Also there are areas such as financial assistance and career counseling which create a more fertile learning environment.

The following are recommendations about such services and personnel, which are visualized as basic components of a comprehensive junior high school program in a culturally deprived or racially segregated area.

1. Service team. It is recommended that the health, guidance and counseling, and social work services be united into a task force. In addition, a psychologist, pediatrician-consultant and group worker should join the present staff. This service team would function as a screening device at the beginning of school, and as an immediate problem-solving unit throughout the year. It is visualized that such a unit be "on call," with certain key persons present for immediate utilization. If, for example, a student is involved in a disorganizing situation in the class and is disrupting the classroom activity, the teacher aide could remove the student from the class and take him to the service team. Therapeutic or problem-solving processes could be set in motion immediately. If time permits, the aide would return with the student to the classroom.

It is also contemplated that the services of a more extensive nature at a hospital might be needed in some cases, and it is recommended that such necessary facilities be made available on an immediate referral basis. In conjunction with the facilities of Denver's Operation C.H.I.L.D., a comprehensive medical program for children ages 1 through 18, this service could be provided.

2. As mentioned above, a group worker and psychologist should be hired for the following services.

a. The group worker is especially trained in using the strengths within a group to produce insight and change. While adults or authority figures may not be able to affect the behavior of a child, peer influences may succeed. Using group dynamics, the group worker helps resolve conflicting problems through the group process. Group techniques have been very successful in working with the non-verbal disadvantaged child where the one to one relationship is too threatening.

The group worker would be a part of the training team and could aid the teachers in developing classroom techniques or counseling techniques that would be effective in involving the children. He could also work on problem-solving with the teacher.

The group worker would have a valuable role in working with the community personnel in setting up family and other group activities in the neighborhood. Much interaction and achievement of success are accomplished through the use of group techniques.

b. The psychologist is provided to give service to the faculty and staff in solving the problems of the emotionally disturbed child, acting-out child and other problems that are individual in nature. His role should be thought of as a service role where the diagnosis which is accomplished would be acted upon.

The psychologist would serve as a resource in solving incidents of acting out, discipline, etc. as they arise instead of waiting for the situation to become a problem. He would also have responsibility for working with elementary school children that feed into the junior high school.

3. The collection of fees for books, instructional materials and supplies has been a continuous problem area. The secretarial staff and teachers have found it necessary to spend many hours attempting to make contact with parents and students to assure payment of the required funds. The problem has developed to such an extent that it is suggested that book, shop, home economics and physical education fees and materials be paid for by the school. This seems to result in a minimum amount of effort and allows all students to begin work on time. This also resolves the problem of penalizing the poor student for being poor and equalizes everybody.

4. It is recommended that snacks be provided at mid-morning and mid-afternoon free of charge.

5. It is recommended that a brief study be made of the transportation facilities to determine what measures might be made to facilitate more rapid and adequate means of travel to and from school.

6. It is recommended that an orientation program be presented at the beginning of each school year for the students, and that this program be more than a "welcome." Such routine activities as obtaining absentee slips should be covered. The innovations in Superior School Program should be explained where it affects the student's role obligations and goal setting procedures.

7. It is recommended that guidance and counseling services be greatly increased even beyond those contemplated within the framework of the Service team. The student should not only be "called in" for the purpose of going over problems; he should be seen often enough to allow the counselor to help him with difficult areas, to provide the student motivational aids to decision making, and providing adequate information needed to make career choices and to set attainable goals for the student.

8. It is believed that the guidance program can become more effective by reducing the "teacher-counselor" ratio to 1 in 30. If one "teacher counselor" can get to know 30 students and their families well, this type of program will be beneficial. If it is found that the teachers, acting as counselors, do not have adequate time for this duty, professional counselors should be hired.

SECTION G: CO-CURRICULAR SERVICES

In the past there have been various activities within the framework of a school which have been called extra-curricular. It is recommended that such activities be now known as co-curricular because we should begin to think of all experiences as being elements of a comprehensive package. The co-curricular activities should be seen as being directly allied with curricular studies. The following are areas of co-curricular activity which should receive special emphasis.

Recommendations: Smiley and Baker

1. Sports and club activities should be developed to involve all students, not only the skilled and talented. The types of sports need to be diversified to include individual games such as tennis, bowling, golf, and swimming.*
2. Library, workshops and resource centers should remain open in the evening and on weekends for parents and students. This can be staffed by the non-professional aides as well as a teacher.
3. A student resource center should be established for each academic area for use by the student for project work. It should contain materials current to unit being taught and supplied by the teacher. Such items as pictures, maps, pamphlets, models, films and filmstrips to be shown by the student, records, recordings of speeches or

*For a list of club activities see Appendix C. Care must be given to educate middle class club organizers as to the needs and behavior patterns of the children to be involved.

facilities for students to record presentations, art supplies for student projects, and a display of projects made are possible items to be found in the resource center. An aide should be assigned to maintain and exchange these materials as needed. Many of them could be drawn from the same materials center which supplies the teacher materials for class presentations, the library and commercial advertising information sources.

4. Summer Projects. Summer months need not be completely separated from school programs. Students often express feelings of boredom and lack of purpose because of the absence of structured activity. A wide variety of co-curricular activities can be utilized to maintain interest, and add to the productiveness of summer curricular programs. Such projects can include sports, camping, and social activities. Vocational programs are also important, and should be closely tied to community groups and job opportunities.

Various civic groups, such as the American Friends Service Committee in the Baker Area, and the Park Hill Action Committee in the Smiley area, have expressed an intense interest in assisting with summer projects.

5. Voluntary Vocational Programs. It is recommended that various community placements be found for students who desire to participate in a voluntary vocational program. This type of program would make many role models available to the student. The student should be given credit for his participation in these the same as he would be for related social science courses. Where possible, payment also could be made to the student.

6. Awards should be devised so that all pupils at all levels of ability will be eligible for some kind of award.

7. A report card day should be devised where parents and student receive the card together either at school or in the home. This is an excellent time to re-enforce the parents role in the education process and to discuss attitudes, goals and school's progress.

8. At mid-semester, a student-teacher grade conference should be held.

9. Evening activity-study programs, if continued, should be designed to meet the needs of the non-verbal child. Movies, tapes, plays, creative games which are well supervised should take the place of academic, often meaningless drillwork.

10. Additional clubs should be initiated to provide participation by those not already involved. These clubs should be extended into the summer months and have parents involved in the planning and sponsoring. (See Appendix C.)

11. Establish a pilot program at Smiley using the double session students from Thomas Jefferson to aid in the various programs that will be conducted during the off session.

SECTION H: EQUIPMENT AND MATERIALS

One of the important aspects of educating the deprived student is having available equipment, materials, and special facilities so that complete flexibility can be had in a teaching situation. Modern methods of audio-visual aides, mock-ups, models, etc., developed by schools and industry lend themselves advantageously to the learning situation. Special work with teachers on how to handle and use the equipment and materials is often needed so that the teaching aid is not used as a gimmick or to take the place of the teacher.

Tentative lists submitted by the two teams indicate tremendous deprivation of basic materials needed for average middle class education. The special needs of our students will require a large financial outlay if we are to be effective in this area.

Recommendations: Baker and Smiley

1. Establish a complete and comprehensive materials center to be used by the teacher for materials in all phases of the education process. Included in the material center would be pamphlets, posters, reference books, pictures, the teachers' professional library, maps, records, models, films, filmstrips, slides, charts, cartoons, clipping files, worksheets, workbooks, costumes, etc. Some audio-visual equipment could be housed here. Room has been arranged at

Smiley for such a center. This center should start with a quality core of good commercially prepared materials to be added to by the teachers as they create a project to fill a specific need.

2. Provide a tape recorder and slide projector for each classroom. This will allow the teacher continuous use of these tools without worrying about their being unavailable. Tapes of student's presentations, activity slides of students, and neighborhood become very meaningful in the education process. Many filmstrips can be inexpensively obtained from commercial sources.

3. Establish an I.B.M. system for recording and feed-back of important student and teacher data to be used for administrative cataloging, library support, and student exposure in such classes as mathematics.

4. Provide for the library books and materials in great quantity and variety.

5. Textbooks should be approved in quantity on an experimental basis so that there are no lengthy delays.

6. A complete film library should be obtained for the building such as is provided by Encyclopedia Britannical Films. Opportunity should be given to teachers for ordering of films, filmstrips, and other teaching aids which they have found useful.

7. Television sets for use in the classroom and for co-curricular use can be used effectively for special events and evening programs.

8. A complete list of materials and remodeling needed by Smiley is provided in Appendix E. Cost of items such as swimming pool and

remodeling have not been estimated. However, it is recommended that acoustical tile and other renovations putting the school in top shape should be done immediately.

9. Carpeting could be considered for the halls, classrooms and office if it is found effective by schools already using it. This would reduce noise and resulting fatigue and provide an atmosphere for learning. Cost estimate is not made.

AREA I

SCHOOL PROGRAM

BUDGET ESTIMATES

	Baker		Smiley
A. Curriculum			
Trips	$ 2,500.00		$ 5,000.00
Camps	2,000.00		4,000.00
Babysitting service (40¢ per hour for evening programs)	800.00		800.00
Special Education Program. (one teacher)			7,200.00*
Work Study experiences	8,000.00		8,000.00
B. Teacher Strategy			
New teachers (16)	115,200.00*	(39)	280,800.00
Aides (22)	88,000.00	(43)	172,000.00
Secretarial assistance (8)	32,000.00	(12)	48,000.00
College student interns (4)	8,000.00	(4)	8,000.00
Primary instructor program	3,600.00		3,600.00
Teacher Travel reimbursement	3,000.00		5,400.00
C. Teacher Training			
Training Program - 2 one-week sessions (Includes teacher pay, facilities, consultants)	24,000.00		
Continuous inservice (Outside consultants	1,600.00		1,600.00
Professional library	2,000.00		2,000.00
Summer School student program (Includes teacher pay, etc.)	25,000.00		50,000.00

*Teacher salaries are based on $7,200, the mean teacher salary for Denver Public Schools.

		Baker	**Smiley**
	Summer teacher programs (Special projects)	$12,000.00	$12,000.00
	Weekend-evening training and teacher pay (@$3.00 per hr.)	3,200.00	3,200.00
D.	Teacher Recruitment	1,500.00	1,500.00
E.	Administrative Roles		
	Administrative teachers (4)	28,800.00	(6) 43,200.00
	Project Executive Director	12,000.00	12,000.00
F.	Direct Services and Supportive Roles		
	Group workers (@ $8,200) (2)	16,400.00	(1) 8,200.00
	Psychologist (@ $8,600) (1)	8,600.00	(1) 8,600.00
	Social Worker		7,500.00
	Guidance Counselors (2) (@ $7,000)	14,000.00	(4) 28,000.00
	Administrative Interns (2)	14,400.00	(6) 43,200.00
	Student fees and supplies	40,000.00	50,000.00
	Snack budget (@ 5¢ per student)	8,333.00	16,000.00
	Speech consultant	(open)	
G.	Co-curricular		
	Library and Resource Center evening programs	3.000.00	3,000.00
	Student pay (painting, repairs)	750.00	750.00
	Resource Center petty cash	300.00	300.00
	Summer Co-curricular projects	3,000.00	3,000.00
	Student pay (voluntary vocational programs)	1,500.00	1,500.00
	Evening study-activity programs	1,500.00	1,500.00

H. Equipment and Materials

		Baker		Smiley
Visual Aides		$ 5,000.00		$ 10,000.00
Slide Projectors (one per room)	(37)	3,700.00	(50)	5,000.00
Tape Recorders (one per room)	(37)	5,550.00	(50)	7,500.00
Camera	(1)	100.00	(1)	100.00
Film library				25,000.00
Language lab				10,000.00
T.V. sets (@$200.00)	(4)	800.00	(9)	1,800.00
Overhead projectors			(10)	2,500.00
Reading accelerators			(3)	450.00
Technical Arts Mobile unit		29,000.00		
Increase Library budget		40,000.00		40,000.00
Additional textbook budget		4,000.00		6,000.00
*TOTALS		$573,133.00		$948,200.00

*The above budget is a suggestion for one year. Certain expenses will not repeat themselves in subsequent years. Budget items are estimates only.

AREA II

COMMUNITY PROGRAM

The second major portion of the Superior School Program involves the place of the community in the educational process. We cannot escape the fact that the social environment affects the student's capability and capacity to learn. This environment can be seen as a "socialized" community in which the person develops his most fundamental values, attitudes, and life style. The family, the peer group, the educational system, religious institutions, etc. participate in this process, each having their unique impact. It is through involvement in this socialization community that the child is provided with, or deprived of, the aspirations, the motivations, and the work habits that will eventually determine the extent to which he benefits from the school program.

Although educators have traditionally acknowledged the potential impact of environment on the child, little effort has been directed at effecting change in this environment when change appeared advisable. It is little wonder the socially and culturally disadvantaged child considers the school an alien institution which provides little meaning to his crisis ridden world.

In order to exert a compensatory influence on the culturally disadvantaged child, schools must become involved in those elements of society which affect the child. They must reach out into the neighborhood, learn about the socialization community and adapt their programs accordingly. The school, in short, must become a viable institution with which persons can genuinely identify.

The following plan is designed to provide the bridge between the community and the school in the areas served by Baker and Smiley.

Since neighborhoods differ among themselves in such areas as size, ethnic composition, and degree of mobility, the possibility of developing a ready-made solution for improving school-home interaction in all school communities is unwise and impossible. Therefore, these will be reported separately for the two schools.

SOCIO-CULTURAL PATTERNS EXISTENT IN BAKER JUNIOR HIGH SCHOOL NEIGHBORHOOD

Baker Junior High School area is defined by the four elementary school districts from which its students come. These districts are characterized by a high percentage of Spanish-American families (72 percent). Twenty percent of the population is Anglo, six percent Negro and two percent Indian. The community on the west side is characterized by many patterns of behavior, but presents little formal organization in community terms. This creates an image of disarray to organizers and agency officials, as well as to educators.

The poverty-ethnic groups in the Baker area are overwhelmed by concrete daily needs. They live a crisis ridden life, which prevents interest in wider community problems. They have little faith in their ability to influence the environment in which they live. Little organization is available because potential leadership escapes the poverty culture by becoming middle class. Many of those who are fortunate enough to escape the lower class ghetto have no sympathetic thought for those who have not.

The disadvantaged resident of the Baker area sees the school as an alien institution having little impact upon his life. Its importance in bettering his opportunities is not meaningful to him. This, in some respects, is a function of the fact that the junior high school student from the disadvantaged family is often times more advanced educationally than his parents. His lack of value for educational achievement is a reflection, in part, of a lack of parental guidance in these matters.

The opportunity structure of the disadvantaged family is further limited by inadequate education, job training, and role playing abilities. Employment rates are low, especially for the male head of the household. The women, however, can often get a job in retail sales, or domestic labor, and quite often take over the role of providing subsistence for the family. With little authority functioning present, the male role is almost completely destroyed.

The area surrounding Baker Junior High School is characterized by large pockets of industrial developments which break up residential continuity. Commercial and public facilities are cut off by such barriers as the Valley Highway, railroad tracks, and major east-west streets. Many of the families live in public housing units, also surrounded by these barriers. Large percentages of the low income families live, shop, and spend their leisure time within the confines of the inner city ghetto known as the West Side.

SPECIFIC RECOMMENDATION FOR BAKER AREA COMMUNITY-SCHOOL ACTION PROGRAM

In order to engage the disadvantaged population in the school program many basic issues such as survival, family disorganization, and social acceptance must be resolved before interest in education can be generated. This program must in all aspects of life become an intervening force which institutes processes of cultural change and reorganization in the disadvantaged community. The program will have the following goals.

a. Organization of the elementary school neighborhoods into socialization units designed to effect positive change.

b. The establishment of the junior high school as an educational center dynamically involved in all phases of community life.

These two goals can only be accomplished by a neighborhood action program. This section has as its purpose the development of the neighborhood program, and can be divided into the following areas of discussion.

A. Definition of the neighborhood and neighborhood representative

B. Role of the school-community coordinator, the community organizer, and the teacher as a home visitor

C. Role of civic and community agencies in the neighborhood

D. School-Community projects

All personnel discussed in this section must be on a 12 month year so that continuity of service can be established. The disadvantaged do not understand our work day or work year. Therefore, the program must accommodate them.

SECTION A: DEFINITION OF THE NEIGHBORHOOD AND NEIGHBORHOOD REPRESENTATIVE

1. The Neighborhood

The neighborhood will be the basic element of the community program. For the purpose of this proposal the Fairview, Greenlee, Elmwood, and Fairmont elementary school districts will be designated as geographical neighborhood areas. While these four areas will serve as geographical guides to organizational efforts, it is proposed that more realistic neighborhood boundaries be determined based on the following measures:

a. Similarity in life style patterns--that is places of shopping, classes of work, leisure activities, religious affiliations and practices, family structure.

b. Interaction patterns with family and non-family.

c. Utilization of similar internal caretaker services.

d. Mobility patterns.

In view of the problem-oriented environment of the inner-city neighborhood, the type of community program which is needed is one in which specific and common problems of living can be identified and in turn define the value structure in each neighborhood. To interpret this value structure it is necessary to seek out internal neighborhood caretakers. Agency personnel who neither live in the neighborhood or share the same values have not been able to bring about change in life styles of the poor. (A caretaker is an informed, influential person living in the neighborhood who takes care of internal problems.) With the knowledge gained from the interpretation of cultural and value structure, appropriate neighborhood oriented problem-solving activities can be set in motion. Internal agents are needed who are at the service of their neighbors twenty-four hours a day. Problem-solving is a twenty-four hour job not an eight hour job. By providing this service the minority people will eventually be able to gain control of their lives. They will move from dependency to independence.

2. The Neighborhood Representatives

Operation of problem-solving activities involves the employment of persons living in the neighborhood as neighborhood representatives. They are the action agents in the neighborhood. Given the problem orientation of the neighborhood, it will be necessary for the representative to work with a range of disorganizational factors, education being one of them. He will provide a link between the subcultural neighborhood and social agencies.

Service Function. The neighborhood representative will perform a role as a service representative; he will perform a community organization role; and he will perform a leadership unification role.

In his role of service representative the neighborhood representative will provide the following:

1. He will inform persons in need of the services available to them, how to secure these services and their rights and responsibilities in receiving them.
2. He will intercede with agencies to reduce the barriers to expeditious service.
3. He will perform follow-up services to see that the client makes and keeps appointments and see that appropriate service is provided by the agency.
4. He will investigate complaints regarding the quantity or quality of agency service in the interest of the client, and intervene for the client who is not receiving maximum benefits obtainable under agency regulations.

5. He will interpret neighborhood subcultural class patterns, values or biases to the staff of the agency and the agency's attitude or action to the client.

6. He will negotiate with agencies regarding problems and gaps in program and services to improve their responsiveness to the needs of the neighborhood.

7. He will interpret the cultural problems and needs of the neighborhood in meetings and hearings.

8. He will help individuals in the accommodation process by identifying for them permeable areas in the dominant culture and the strategies, techniques, and maneuvers which may be used in becoming more productive human beings.

9. He will serve as a contact and buffer for newly arrived migrants, delinquents returning to the community, people returning from institutions, etc.

Community Organization. The goal of community organization for the neighborhood representative will be to encourage the growth of competence among neighborhood people to cope with their own cultural and low socioeconomic problems and to encourage the development of effective leadership through a group process of problem solving. Effective social action will provide the means for converting social isolation into social participation, alienation into integration and powerlessness into influential action on their own behalf. Equally important, the group processes utilized will provide learning experiences in effective methods of group interaction, decision making and action to achieve self-determined goals.

To achieve these goals the neighborhood representative in his role of community organizer will:

1. Identify, through his role as a service representative, common problems of concern to small groups in the neighborhood. These problems may be common individual problems, or common external problems which affect the immediate environment.
2. Provide opportunities for consideration of mutual problems.
    a. Convene neighborhood persons concerned to engage in problem-solving interaction and help them with the process of finding their own solution. Example: School Dropouts.
    b. Convene like groups with similar concerns from two or more neighborhoods to engage in a similar process when the problem is larger than a small group can resolve by itself.
    c. With other representatives convene community-wide groups when even larger problems are involved requiring wider support.
    d. Encourage the development of organized demands for change on the part of community agencies, organizations and institutions and the utilization of discussion, negotiation, petition, mediation and similar methods to achieve resolution.
    e. Encourage participation in this problem-solving process by neighborhood residents to learn how to cope with their problem, share in and influence community life.
    f. Encourage the development of leadership among neighborhood residents through such group methods of problem-solving.

The neighborhood representative will be encouraged, from the beginning of the program, to develop other indigenous leaders in his neighborhood that could be utilized in a natural leader role to serve certain functions that the neighborhood representative will initially handle. Emergence of such a leader creates a grass roots base for social action as well as stabilizing the directions of the minority group.

The role of the neighborhood representative in unifying leadership will be accomplished by providing a communication bridge between leaders with power and status and all other types of leaders. This "linkage" is necessary to facilitate the accommodation of the marginal person.

Projects in Richmond County, California[7] and at the Denver City and County Health Department have had notable success in the utilization of non-professional neighborhood representatives. At the present time one representative is working on the West Side and can be used as an allied agent relative to the health needs of the Baker area.

The neighborhood representative will work in conjunction with the indigenous school aides in regard to home visits, adult education, counseling, family problem-solving, and other relevant areas.

The necessary guidelines for the neighborhood representative and the job qualifications are given in Appendix C.

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[7] Citizens Review Committee, Board of Education, Richmond Unified School District and Richmond Projects Committee, Richmond, California.

SECTION B: SCHOOL-HOME COORDINATOR, COMMUNITY ORGANIZER, AND THE TEACHER AS A HOME VISITOR

1. The School-Home Coordinator is needed as the link between the school located programs and the community-based action program. His services are required to bring together the achievements of the two elements of the Superior School Program. These elements are seen as mutually interdependent, and mutually supporting. Through this position will flow the essential coordination of all school-home community programs. He will be required to perform the following tasks:

   a. Be directly responsible to the Principal for the community action program.

   b. Can assist the school staff in helping them to work effectively with the agencies and primary instructors, and in gaining information about the neighborhood.

   c. Supervise the implementation of neighborhood organization activities and represent the school program during interagency neighborhood efforts.

   d. Administer specific programs such as family education, the non-graded reception center, etc.

   e. Supervise the community organizer.

   f. Set up necessary formal and informal channels for the neighborhood representatives and school non-professional aides to communicate with the faculty in regard to neighborhood educational values, needs, and problems.

   g. Have as his main goal the moving of Baker Junior High School into the internal community life of the West Side, in order that it might solve problems relative to the socio-cultural disadvantaged.

Qualifications: The School-Home Coordinator will require both teacher understanding and community skills. He should be experienced in school organization, learning theory, managerial techniques, training process, community organizing, and socio-cultural patterns of behavior.

2. The Community Organizer will serve as the professional supervisor of neighborhood organizing processes. This organizing is a long, time-consuming task which demands full attention of one person. Some families in this area have five or six agencies working with them. The organizer will be responsible for helping the agencies and families in controlling this overlapping and waste of professional time. He will be in charge of all phases of the functioning of the neighborhood representatives and neighborhood advisory groups. His specific duties will be as follows:

a. Initial recruitment and training of the neighborhood representatives (8 for the Baker area). Experience in other programs has shown that finding the right person for the representative takes time and a knowledge of the neighborhood.

b. Guide the service, organizing and leadership roles of the neighborhood representatives.

c. Serve as a resource person in working with the problem-solving services of public agencies to improve these services.

d. Keep the School-Home Coordinator informed of problems, progress, and needs in the community action program at the neighborhood level.

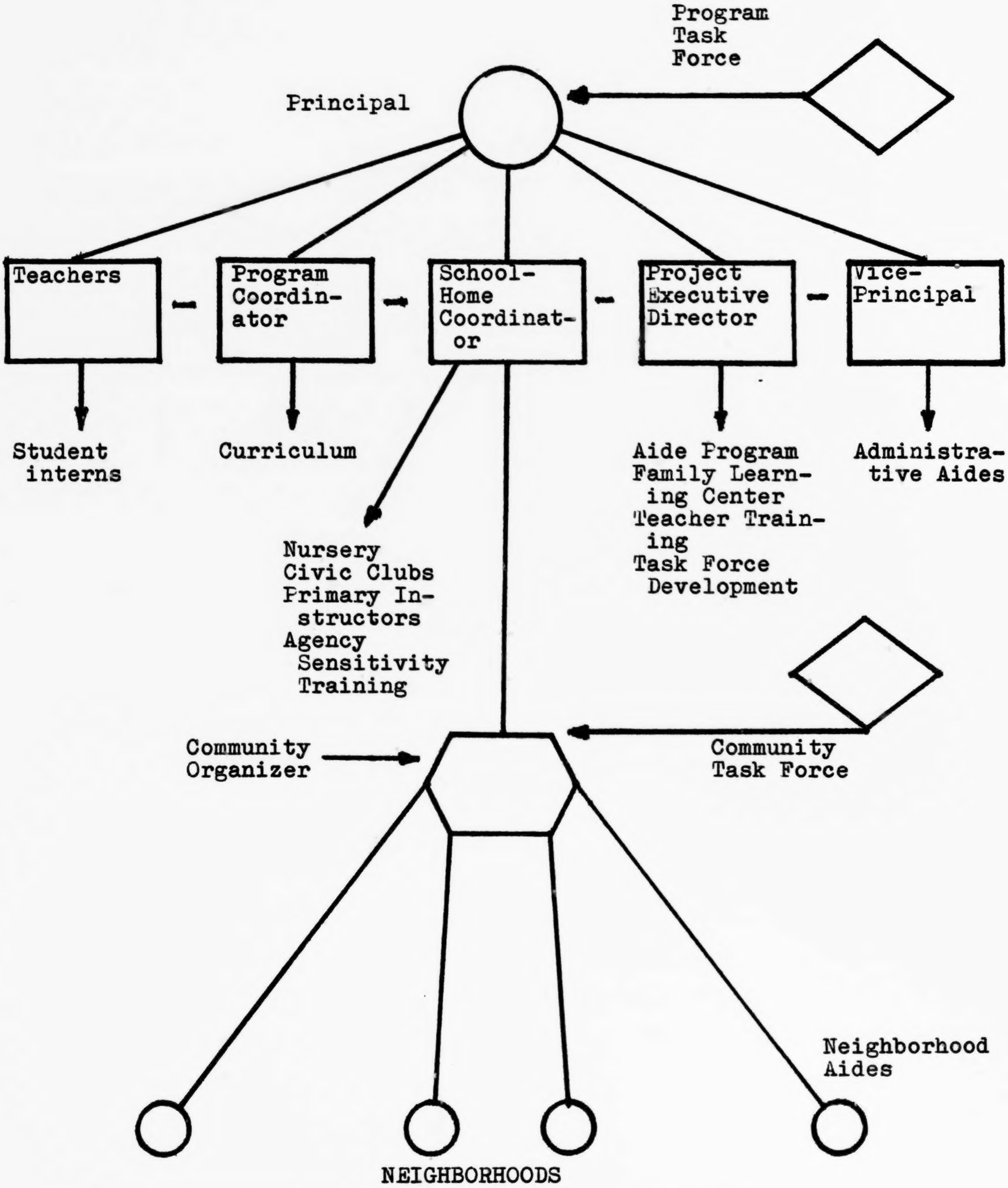
e. Make recommendations on new avenues of approach for the school based programs.

f. Assist the teacher through use of school aides, neighborhood representatives, etc., in her home visiting role to understand the values and life style of the poverty and ethnic groups.

Qualifications. The Community Organizer must have experience in urban-neighborhood organization, sociological investigation of urban disorganization, statistical analysis and training processes, and group dynamics. He must also understand the ethnic culture of the Spanish-American, the socialization function of the school, community, family and peers.

3. Through the reduction in class size and load, and the addition of non-professional aides in the schools, it will be possible for the teacher to become a home visitor, acting as a counseling and teaching agent within the family. This function is seen as crucial in linking the roles of the neighborhood representative, the non-professional school aide, and classroom activities into a meaningful whole for the child and family. In order to educate the child the family must be involved. The teacher in this function becomes a part of the neighborhood, sensing patterns of life, and the elements which affect the student's behavior. He works in conjunction with the Service team, the School-Home Coordinator, the Community Organizer, and the aides to gain information and contribute advice on educational factors. This also gives him the opportunity to develop ideas on curriculum changes that may be necessary to teach this student and family.

In summary, the two elements of the Superior School Program can now be seen as interdependent by virtue of the interconnecting roles of professionals and non-professionals. There is a continuous possibility open for problem-solving at sequential stages, running from the student to the teacher. There is an attempt by all personnel concerned to make the school a part of the community, a community center in fact, and to involve the neighborhood in the learning process as an allied agent. There is a flow of information and problem-solving between the neighborhood and the school. The overall dynamics cannot be seen in an organization chart; however, it will serve some purpose to see the structural logic of the two elements of the problem.


Program Task Force
Principal
Teachers
Program Coordinator
School-Home Coordinator
Project Executive Director
Vice-Principal
Student interns
Curriculum
Aide Program
Family Learning Center
Teacher Training
Task Force Development
Administrative Aides
Nursery
Civic Clubs
Primary Instructors
Agency Sensitivity Training
Community Organizer
Community Task Force
Neighborhood Aides
NEIGHBORHOODS

Mobile Teaching Unit--Non Graded Reception Center--

Organizational Chart

SECTION C: ROLE OF COMMUNITY AGENCIES

The role of community agencies (Welfare, Public Health, Court System, etc.) is of major significance to the neighborhoods of the West Side as can be seen by rates of ADC payments, delinquency rates, incarceration rates at prisons, admissions to correctional homes, and utilization rates of poverty groups at Denver General Hospital. To a considerable extent these institutions mean to the socio-culturally deprived what the bank, a lawyer, life insurance, the 40-hour week mean to the middle class. As important as these latter are to the middle class family, so also are the public assistance agencies important to livelihood, income, and health of the poverty class family.

During the socialization process, the disadvantaged student in the Baker area is taught dependence on these institutions. These institutions thus play a part in the development of his low self-concept. This demands a re-thinking of agency roles as they affect the disadvantaged neighborhood. Agencies must concern themselves with how they can contribute to the learning process rather than detract from it.

The specific portion of the community program which is directed at the involvement of community agencies in the "socialization community" can be seen as two-fold in nature.

1. Development of a task force of personnel who work within the public agencies that serve the West Side, in order that the overlapping roles of the agencies be eliminated, extraneous administrative barriers be reduced, and effective problem-solving might take place in conjunction with the school-community team.

2. Sensitizing this task force to the positive socialization role their agency can play as an efficient problem-solving institution, but more importantly, is to give excellent service that will influence the self-concept of the youth and his family.

The task force would be assembled by the school-home coordinator and the community organizer for each elementary school neighborhood. Standard procedures for referral for problem-solving would be outlined and approved. Decisions would be made as to which agency should take responsibility for the family's many needs. Public agencies would be encouraged to take an active interest in the overall neighborhood organization and the Superior School Program. Through the use of frequent conferences it would be emphasized that agency personnel take an active, supportive role in the educational development of the child and family. The task force would serve as a resource unit for family education programs, specific action learning experiences, and recruitment of primary instructors.

The training program conducted by the school for teacher sensitivity training would be taken into the neighborhoods to sensitize agency personnel. This will give a common frame of reference to all personnel working with the families and children.

SECTION D: SCHOOL-COMMUNITY PROJECTS

As a major portion of the community Program it is recommended that numerous specific goal-oriented programs be instituted. It is visualized that these initial programs will generate others over a period of time. While the major goal remains one of involving the neighborhood and school in an allied socializing function, there are some specific goals which all of these projects have in common.

1. The opening up of school facilities to the use of the community at extended times of the day, evening and weekends as well as summer.
2. Making it easier and valuable for the parents to participate in school activities.
3. Making it easier and valuable to bring education into the neighborhood.
4. Opening up viable channels of communication between civic clubs and service groups, Baker Junior High School, and the West Side community.

The projects are as follows:

1. Development of a school-based Family Learning Center.
2. Adult Education in the neighborhood through the use of a mobile classroom unit.
3. Utilization of a non-graded reception center.
4. Involvement of civic groups in voluntary tutoring programs.
5. Provision of nursery and babysitting services for parents attending meetings, classes, etc. under the Superior School Program.

PROJECT #1 FAMILY LEARNING CENTER

It is recommended that an area in the Baker Junior High School be set aside for family learning programs. It is visualized that this unit work in conjunction with the student resource center, and be operated in the evening hours. Workshops and home economics facilities should be made available to the parents.

The philosophy behind the center is that when all of the members of the family can participate, the value for education can be shared and thereby significantly improved for the child. The child's educational development will be in direct relationship to the development of a value for education by the child's parents. Action learning experiences in a non-threatening manner will be needed to involve the parents.

Specific projects for the parents could be programmed while the students study in the library, or work in their resource center. At other times the students and parents would work on the same projects in a team fashion. These projects might range anywhere from vocational and craft work to group problem-solving of shared problems common to West Side families.

Director, teacher staff, and aides will be recruited from the school personnel to work with the families and would be paid for their services rendered to the Family Learning Center.

PROJECT #2 MOBILE UNIT FOR SCHOOL-COMMUNITY PROGRAM

As stated earlier, the Baker area residents live in isolation and suspicion of the school, welfare, and other agencies. There is a fear of entering those buildings that are foreign to them. As part of the program to overcome these problems, a mobile unit is being suggested. This mobile unit would be available to be used in different neighborhoods days, nights, or weekends. The goal would be to provide an on the spot meeting room for a small group of people to engage in a learning activity. This narrows the physical distance between the parent and the school so that participation can be started. Once the parents become involved through the use of this unit, school participation will become more valuable and easier for them. Lack of other local meeting spaces properly equipped is a problem in the Baker area.

Staff. The unit would be staffed by various teachers depending on subject matter, a neighborhood representative and school aides.

Size. It should be equipped to house at least 30 persons.

Equipment. It would be equipped with audio-visual aids, models, books, etc., depending on the goal of the program for that neighborhood unit.

Use. It would use demonstrations to teach the more fundamentals of math and science. As an example: Consumer buying could center around a television set and credit with which most of these families have had experience. Simple interest rates could be demonstrated by actual use of money, cash register, etc. How to prepare and make out job forms, etc., is another example of an action activity. Role-playing of job interviews would be important. The unit could stay in a neighborhood for as long as it was necessary.

Other programs such as health and hospitals have a critical need for such a unit in health education. Sharing of the unit would aid the integration of services. If it is successful, other units could be added later.

PROJECT #3 UNGRADED RECEPTION CENTER

There is a high immigration rate of people to the Baker area. These people come ill-prepared for urban living. Their children cannot participate in or succeed in the urban schools. In present circumstances their lives become disorganized, families break up, and often they end up on the welfare roles and their children drop out of school.

To interpret the complexity of urban life an ungraded reception center is proposed. The Neighborhood Representative would specifically look for newly arrived families to help them with adjustment to the city and get them to the reception center. Family service would be to acquaint the entire family with the neighborhood, places to buy, employment agency, health facilities available for use, and the school programs at Baker and the elementary schools. This may take from one to four weeks. For the child who may or may not be bilingual the center would have the function of preparing the child and the school for his entrance into the school program. This may take from one month to three months.

The center program would consist of:

1. Acquainting the newly arrived children and family with the city and its services and facilities.
2. Evaluate the true level of academic preparation and intellectual potential of the child through use of the Service Team and other evaluators.
3. Prepare the child through counseling, remedial services and cultural enrichment for entrance into the normal school programs.
4. Work to bring necessary social and economic support to the family during its period of adjustment to the city.

5. Serve as a problem-solving center for other families in the neighborhood who need help with a specific problem.

When possible these centers should be established in neighborhood elementary school districts, but coordinated by the junior high school. If they are established in elementary school districts the neighborhood representatives could operate out of these centers and use them for their organizing meetings, message center, etc. A further extension could be the use of these facilities for Neighborhood Service Centers.

PROJECT #4 CIVIC GROUPS

On the West Side, there are limited number of community and civic groups. For this reason the School-Community Coordinator needs to begin to interest other clubs such as Kiwanis and Rotary in the Superior School Program. The organizations which are there now should be encouraged to expand their tutoring programs, with individual club members sponsoring individual students. Ideally this tutoring could take place in the home of the club member.

In addition, it is recommended that these civic groups begin to sponsor a special project or recreational activity for a given group. For example, the Kiwanis Club could sponsor the semester report card day for the Seventh Grade. Another group could take another grade, and so on. Other such projects can be developed.

Another service which these clubs could provide is a resource for role models. If a man is a salesman, he could take a student along with him for a full day. The same thing applies for countless other work roles to which the student needs to be exposed.

The PTA is viewed as a middle class group by the poverty residents of the West Side. It is recommended that other family groups be developed that could work with the PTA on an equal basis and eventually merge the groups under a new name with goals geared to the neighborhood.

PROJECT #5 NURSERY PROGRAM

Oftentimes the parents find it difficult to participate in school projects because of having to take care of younger children, or otherwise hire a babysitter. In order to reach out and prove to the parents that the school will do anything to actively involve them, it is recommended that a nursery-babysitting service be established at Baker Junior High School. This would serve two purposes, one, it would expose the younger children to tools of learning, and second, it would free the family to become actively involved with the Superior School Program.

The Nursery Program is based on the following guidelines:

1. Operating hours to meet the needs of the other projects of the Superior School Program; evenings, weekends, etc.
2. Personnel provided by non-professional aides, and graduates of student babysitting certificate program.
3. Educational exposure to children while at nursery based on "Head Start" concept where applicable.
4. Snacks provided where applicable to increase diet quality.

SOCIO-CULTURAL PATTERNS EXISTENT IN SMILEY JUNIOR HIGH SCHOOL NEIGHBORHOODS

The neighborhoods that send their children to Smiley Junior High School have been highly mobile for the last six years. Smaller families have been moving out while larger families have been moving in as can be evidenced by the mobile units at the various schools. During this six-year period, significant changes have taken place in the racial balance.

The white person exodus has left clear and distinct lines of Negro-white residences east of Colorado Boulevard. Between 1960 and 1966 the population has shifted from 92 percent white to 70 percent Negro in the section north of Thirty-second Street.[8] This has had a tremendous impact on the stability of the social institutions, particularly the schools. The area is in transition and as one observes the movement and disorganizing patterns it becomes apparent the cycle of creating new and deprived ghettos is in the infant stage. With realistic and concerted effort perhaps the deterioration of social, family and educational programs can be stopped.

Although the large Smiley area is unlike Baker in disadvantaged characteristics, the results of mobility and racial misunderstanding create social isolation of families similar to that existing in disadvantaged areas. People withdraw from interaction, absentee home owners become prominent, over-indebtedness of families are all signals of a coming ghetto. If this problem is handled now, the cost will be minor in terms of human loss, compared to the cost in five years.

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[8] Bardwell, George E. Park Hill Areas of Denver, Commission on Community Relations, City and County of Denver, 1966.

The Smiley community has several potential strengths.

1. There is a large segment of middle class professionals that can be used as primary instructors, community workers, or in research activities. These families lend a security to the area that is highly important to the school's stability.
2. There are several viable community organizations, such as Park Hill Action Committee, that have as their goal stabilization of the community.
3. Churches have been active and concerned with the problem at Smiley.
4. Traditional service organizations are prominent in the area, such as Explorer Scouts, Campfire Girls, etc.
5. There is a racial balance at Smiley that is excellent for learning about and overcoming the problems of racial segregation. It is a heterogeneous group which is important in the educational process.
6. There is a tenseness in this area that can be manipulated to bring about the necessary programs needed for effective change.
7. Houses are primarily single unit structures which does not allow for concentrated numbers of people in a small area such as a housing unit.

There does not at present appear to be neighborhoods as we have defined them in the Baker area. Recreation, work and socialization patterns of families tend to be out in the larger community. The residents **participation** is extended to the neighborhood in which they live. Little informal interaction is taking place in the neighborhood and withdrawal from neighborhood participation is becoming common.

A program that will develop neighborhood interaction in this area is extremely important. Racial problems must be understood and action taken to overcome these problems. As the school is one of the few institutions that is community-based, it should take responsibility for the coordination of community activities that affect its students.

The Smiley Junior High School and some community agencies have been concerned about the problem for some time. A double session has been approved and churches have offered their buildings and services for recreational and educational functions for students during off-session. Businesses such as bowling alleys and beauty shops have also offered their support and involvement in the program for Smiley.

In order to accomplish the already established goals and add needed functions, the following school-community recommendations are made.

SPECIFIC RECOMMENDATION FOR SMILEY AREA COMMUNITY-SCHOOL ACTION PROGRAM

In order to engage the Smiley population in the school program many basic issues such as segregation, family disorganization, and social acceptance must be resolved before interest in education can be generated. This program must in a sense become an intervening force in all aspects of life which institutes processes of cultural change and reorganization in the community. The program will have the following goals.

a. Organization of the elementary school neighborhoods into socialization units designed to effect positive change.

b. The establishment of the junior high school as an educational center dynamically involved in all phases of community life.

These two goals can only be accomplished by a neighborhood action program. This section has as its purpose the development of the neighborhood program, and can be divided into the following areas of discussion:

A. Definition of the neighborhood and neighborhood representative
B. Role of the school-community coordinator, the community organizer, and the teacher as a home visitor
C. Role of civic and community agencies in the neighborhood
D. School-Community projects.

SECTION A. DEFINITION OF THE NEIGHBORHOOD AND NEIGHBORHOOD REPRESENTATIVE

1. The Neighborhood

The neighborhood will be the basic element of the community program. For the purpose of this proposal the Harrington, Smith, Hallett, Stedman, Ashley, Park Hill and Philips elementary school districts will be designated as geographical neighborhood areas. While these seven areas will serve as geographical guides to organizational efforts, it is proposed that more realistic neighborhood boundaries be determined based on the following measures:

a. Similarity in life style patterns--that is places of shopping, classes of work, leisure activities, religious affiliations and practices, family structure.
b. Interaction patterns with family and non-family.
c. Utilization of similar internal caretaker services.
d. Mobility patterns.

In view of the environment of the Smiley neighborhoods, the type of community program which is needed is one in which specific and common problems of living can be identified and in turn define the value structure in each neighborhood. To interpret this value structure it is necessary to seek out internal neighborhood caretakers. (Caretaker is an informed, influential person in the neighborhood who takes care of internal problems.) With the knowledge gained from the interpretation, appropriate neighborhood oriented problem-solving activities can be set in motion.

2. Neighborhood Representative (See Baker Community Program, Section A, for description of function.)

In view of the community organization efforts of the Park Hill Action Committee and the North East Park Hill Improvement Association, it is recommended that neighborhood representatives be assigned on a need basis to the elementary school neighborhoods in the following manner.

Elementary School:	Number
*Harrington	2
*Smith	2
**Hallett	2
**Stedman	2
**Ashley	1
**Park Hill	1
**Philips	1
Total	11

*North East Park Hill Improvement Association covers these neighborhoods.

**Park Hill Action Committee covers these neighborhoods.

Close association between the neighborhood representatives and the two community groups should be established. The blockworker program of the Park Hill Action Committee should be evaluated to see if it has application to other neighborhoods.

Section B: SCHOOL-HOME COORDINATOR, COMMUNITY ORGANIZER, AND THE TEACHER AS A HOME VISITOR

1. The School-Home Coordinator is needed as the link between the school located programs and the community-based action program. His services are required to bring together the achievements of the two elements of the Superior School Program. These elements are seen as mutually interdependent and mutually supporting. (See Baker Community Program, Section B, for description of duties and qualifications for this position and for the Community Organizer.)

The school-home coordinator at Smiley will have the task of coordinating the school's community program with that of the other Councils functioning in the Smiley area. The community groups should be consulted in the hiring of this person. The person hired should know the problems of the Smiley area and preferably be a resident of that area.

2. The Community Organizer will serve as the professional supervisor of neighborhood organizing processes. This is an essential position needed to develop the potential strengths in the neighborhood. He will be in charge of all phases of the functioning of the community program including the neighborhood representatives and neighborhood advisory groups.

3. Through the reduction in class size and the addition of non-professional aides in the schools, it will be possible for the teacher to become a home visitor, acting as a counseling and teaching agent within the family. This function is seen as crucial in linking the roles of the neighborhood representative, the non-professional school aide, and classroom activities into a meaningful whole. The teacher in this function becomes a part of the neighborhood, sensing patterns of life, and the elements which affect

the student's behavior. He works in conjunction with the Service Team, the School-Home Coordinator, the Community Organizer, and the aides to gain information and contribute advice on educational factors.

In summary, the two elements of the Superior Schools Program can now be seen as interdependent by virtue of the interconnecting roles of professionals and non-professionals alike. There is a continuous possibility open for problem-solving at sequential stages, running from the student to the teacher. There is an attempt by all personnel concerned to make the school a part of the community, a community center in fact, and to involve the neighborhood in the learning process as an allied socialization agent. There is a flow of information and problem-solving between the neighborhood and the school. The overall dynamics cannot be seen in an organization chart; however, it will serve some purpose to see the structural logic of the two elements of the problem. (See page 66 for Chart.)

SECTION C: ROLE OF COMMUNITY AGENCIES, ORGANIZATIONS AND INDIVIDUALS

1. It is recommended that a task force of personnel who work within the public agencies that serve the Smiley area be developed to bring about continuity of effort in serving the people. Such problems that exist at the Dahlia Shopping Center must be a part of this program.

2. It is also recommended that a concentrated effort be made to involve the social and service organizations to more effectively serve the neighborhoods in the Smiley area. Church groups already involved with Smiley should be encouraged to become further involved with the program. They should be involved in further community planning with the schools. (See Appendix E for list of social organizations.)

3. Private residents in this area can be an excellent source for leadership in the school-community program. Informal activities and home visiting could take place that would reduce the social distance between the residents of the Smiley area. Effectively used, the school program can provide the vehicle to develop a dynamic community.

The School-Home Coordinator would be responsible for the initial work with these agencies and organizations. Sensitivity training programs should be established with these organizations and people to acquaint them with the dynamics of the Superior School Program.

SECTION D: SCHOOL-COMMUNITY PROJECTS

As a major portion of the Community Program it is recommended that numerous specific goal-oriented programs be instituted. It is visualized that these initial programs will generate others over a period of time. While the major goal remains one of involving the neighborhood and school in an allied socializing function, there are some specific goals which all of these projects have in common.

1. The opening up of school facilities to the use of the community at extended times of the day, evening and weekends as well as summer.
2. Making it easier for the parents to participate in school activities.
3. Making it easier to bring education into the neighborhood.
4. Opening up viable channels of communication between civic clubs and service groups, Smiley Junior High School, and the Smiley community.

The projects are as follows:

1. Development of a school-based Family Learning Center.
2. Utilization of a non-graded reception center.
3. Involvement of civic groups in voluntary tutoring programs.
4. Provision of nursery and babysitting services for parents attending meetings, classes, etc. under the Superior School Program.

PROJECT #1 FAMILY LEARNING CENTER

It is recommended that an area in the Smiley Junior High School be set aside for family learning programs. It is visualized that this unit work in conjunction with the student resource center, and be operated in the evening hours. Workshops and home economics facilities should be made available to the parents.

The philosophy behind the center is that when all of the members of the family can participate, the value for education can be shared and thereby significantly improved. Also, families engaged in common activity can begin to understand that they all share common hopes, fears, and problems.

Specific projects for the parents could be programmed while the students study in the library, or work in their resource center. At other times the students and parents would work on the same projects in a team fashion. These projects might range anywhere from vocational and craft work to group problem-solving of shared problems common to Smiley families.

Director, teacher staff, and aides will be recruited from the school personnel, and would be paid for their services rendered to the Family Learning Center.

PROJECT #2 UNGRADED RECEPTION CENTER

There is a high mobility rate in and out of the Smiley area. This causes disorganization to the family and the schools. Whatever help is necessary to establish families in the neighborhood should be given. This help could be in the form of credit advice, legal council, etc. Problem areas such as the Dahlia Center group could be pointed out. The Neighborhood Representative would specifically look for newly arrived families to help them with adjustment to the city and get them to the reception center.

The Center would consist of:

1. Acquainting the newly arrived children and family with the city and its services and facilities.

2. Evaluate the true level of academic preparation and intellectual potential of the child.

3. Prepare the child through counseling, remedial services and cultural enrichment for entrance into the normal school programs if this is necessary.

4. Work to bring necessary social and economic support to the family during its period of adjustment to the city.

5. Serve as a problem-solving center for other families.

When possible these centers should be established in neighborhood elementary schools but coordinated by the junior high school.

PROJECT #3 CIVIC GROUPS

It is recommended that civic groups begin to sponsor a special project or recreational activity for given groups during the off-session of the split session. For example, the Rotary could sponsor a continuous career program where students could go along on a work day and participate in the sponsor's activities. A tutoring service could also be sponsored by these clubs. The PTA and other established groups could become involved in these areas. The School-Home Coordinator would be responsible for organizing these activities. Local residents who belong to these civic groups should be encouraged to belong to the Superior School Program advisory committee.

PROJECT #4 NURSERY PROGRAM

Oftentimes the parents find it difficult to participate in school projects because of having to take care of younger children, or otherwise hire a babysitter. It is recommended that a nursery-babysitting service be established at Smiley Junior High School based on the following guidelines:

1. Operating hours to meet the needs of the other projects of the Superior School Program.
2. Personnel provided by non-professional aides, and graduates of student babysitting certificate program.
3. Educational exposure to children.
4. Snacks provided where applicable to increase diet quality.

AREA II

COMMUNITY PROGRAM

BUDGET ESTIMATES

	BAKER	SMILEY
Neighborhood Representatives (@ $4,400)	(8) $ 35,200.00	(10) $ 44,000.00
School-Home Coordinator	10,500	10,500
Community Organizer	9,000	9,000
Family Learning Center	20,000	20,000
Mobile Unit for Neighborhood	25,000	- -
Ungraded Reception Center		
Teacher Coordinator	6,000	6,000
School Aide	4,000	4,000
Miscellaneous	2,000	2,000
Rent for added space	8,000	- -
Nursery	2,000	3,000
Training of School Aides and Neighborhood Representatives	6,000	6,000
Training Program for Agency Personnel	2,000	2,000
TOTAL	$129,700	$106,000

AREA III

PROGRAM RESEARCH AND EVALUATION

Recommendations:

1. It is imperative that the Smiley and Baker programs receive constant evaluation and guidance especially in the areas of home-school functions.
2. The United States Office of Education under a new act will have its own staff and consultants to work with school systems on programs concerned with equal educational opportunities. Mr. Harold Howe, United States Commissioner of Education, should be contacted immediately concerning the possibilities stated above.
3. Since the program will have city and state wide implications, the State Department of Education should be contacted and involved immediately in the evaluation.
4. A special program, research and evaluation team should be hired to work with the two programs. Organization for specific training of teachers, neighborhood aides, school aides, and other personnel would fall in this area, as would evaluation of the total program's effectiveness.

BUDGET FOR PROGRAM, RESEARCH AND EVALUATION

1. First year:

Director of the Program, Research and Evaluation Unit	$ 14,000.00
Project directors in both schools would work with this director.	6,000.00
One (1) Research Assistant	
One (1) Clerk Typist	4,000.00
Consultant fees	2,000.00
Total	$ 26,000.00

2. Second and Third year should provide for a full contingent of staff for this program.

SUMMARY OF PROGRAM COST ESTIMATES

AREA I	
School Program	$ 1,521,333.00
AREA II	
Community Program	235,700.00
AREA III	
Evaluation Program	26,000.00
Total Cost of Program	$ 1,783,033.00

APPENDIX A

Selection and Training Program for the School Aides

I. Selection

- a. The aides will have to be residents of the elementary school neighborhoods that feed into the Junior high school.
- b. They should be unemployed or sporatically employed with income below $4,000 for a family of 4.
- c. They should have a value system that is representative of the group to be served.
- d. Communication:
    1. Reading comprehension and writing ability at or above the eighth grade level.
    2. Ability to orally express himself in a style compatible with the racial, cultural or neighborhood group.
    3. For the Baker area he should have verbal comprehension in both Spanish and English, if possible.
- e. Sensitivity to problems.
- f. Tolerance for others with different values than his own.
- g. Age: no restriction on age
- h. Emphasis should be placed on hiring male heads of households.

II. Recruitment

- a. Informal contact with service personnel located in the area such as churches, housing managers, school personnel and uptown agencies who service the areas.

b. Other social action programs that are located in the areas such as Health and Hospitals, Park Hill Action Committee, West Side Action Council

c. Indigenous workers who are presently volunteering or are employed in programs such as Head Start and parents groups.

d. Formal contact with Job Opportunity Center, Metropolitan Council on Community programs.

III. Hiring

Hiring should be a shared responsibility of the teacher selection committee, school community coordinator, and other individuals from the community knowledgeable about the use and selection of school aides. Actual interviewing should be done by one person with the possibility of others being present.

IV. The Training

The principle of "do rather than write" is crucial for the training of the indigenous aide. Role playing is an important tool to use in training because it allows the participant to experiment without the threat of failure.

I. Knowledge of the Problem area

Since this is a school community program, the problem area to be dealt with will center on this area. Specific detailed discussion on the school programs, the role of the aide, the function of the school, other city agencies involved, examples of areas that should be covered.

II. Knowledge of the lower class, low income culture, racial problems and the schools' views regarding these subgroups.

Discussion with the aide regarding these areas is particularly significant since the aide has generally lived in social isolations himself and is not knowledgeable about the dynamics of the poor. This should center on the subgroups within the lower class and various ethnic groups which are not known to them. They have distorted information in this area that could hamper their performance.

The strengths of the low income culture should be considered at length. For example: the cooperativeness and mutual aids that mark the extended family; the avoidance of the strain accompanying competitiveness and individualism; the informality and humor; the ability to express anger; freedom from being word bound; and the physical style involved in learning.

III. Knowledge of Techniques and Approaches

1. Interviewing and contact methods with the use of role playing
2. How to plan and conduct informal and formal meetings.
   How to elicit participation in lower class groups (down-to-earth discussion, coffee breaks, audio-visual aids).
3. Organization methods and knowhow. How to organize a group of parents, use of volunteer helpers to bring parents to meetings, followup after meetings.
4. Service Giving Procedures such as knowing community resources, possible group activities, filling out forms

and helping people to help themselves.

IV. Special issues to watch.

1. Relationship of the non-professional to professionals
2. Over-identification with the agency and under-identity with the community
3. Relationship to various bureaucracies
4. Becoming overwhelmed
5. Clear role definition
6. Future career issues
7. Prejudice toward other minority groups

APPENDIX B

Selection and Training of Neighborhood Representatives

I. Selective variables of neighborhood representatives

1. Identification with subculture or racial group.
2. Identification with Education values.
3. Preferably a length of time in area.
4. Working-class people - men if possible.
5. Communication power.
6. Mobility within area.
7. Acceptance as "ghetto" member.
8. Non-member of other groups.
9. Verbal communication in Spanish and English for border area.
10. At least 25 years of age.

II. Recruitment

a. Life history and evaluation interview designed to elicit attitudes, realistic functioning, sensitivity to people and their problems, desire for social and economic change and ability to live on salary.

III. Training Patterns and Procedure:

In order to develop the roles of the neighborhood representative, experimental training techniques will be adopted and developed from sensitivity training procedures that take into consideration the personal style and charasteristics of the representative. The training utilizes the representative's traditions, personal styles, and strengths he brings to his role. It will be a continuous on-the-job program-solving process employing both individual and group methods. The process will involve a non-traditional action oriented, learning-by-doing procedure. It will move from problem elicitation-to-problem analysis-to-action and build on the accumulating experiences of the representative. The focus will be on concepts, skills, abilities and attitudes involved in the role of the representative as an agent of change as interrelated to the dynamics of individuals and groups in both the dominant Spanish-American and other subcultures who are to be affected. The training will encourage the development of creativity on the part of the representative to develop new solutions to the processes of change among Spanish-Americans.

The staff development will begin with an orientation of representatives to their role, the most commonly used resources of the community, present knowledge and understanding of the area and its residents, cultural history of the Spanish-American or Negro insight into social problems and the basics of interviewing.

Although the representative's natural skills and abilities will allow him to start communicating informally to members of the community, relationships to professionals in the agencies they contact will require further development of their skills. There will be careful preparation before initial contact with professionals will be made. They will know their roles and responsibilities; they will be thoroughly acquainted with the agencies that have a relationship to the people and school and they will be familiar with the schools policies and program. Preparation to meet professional personnel will be effected through a major emphasis upon role play practice and group discussions. Because role playing is a flexible enacting-out procedure of various types of problems in a permissive group atmosphere, heavy reliance upon this technique will be prominent throughout the training. Group discussions revolving around experiences of the representatives will be another key practice in developing their skills.

Part of the representative's function is to encourage social action and leadership development for his neighborhood people. To do this he must either possess or acquire through staff development a community organization or social action "set"; that is, he has to see the possibility for converting problems, needs and interests of neighborhood people into group action. The training for the social action "set" will utilize techniques previously discussed as well as resource people on organization methods, communication and leadership.

Continuous learning will revolve around their work experience and will take place on an informal and formal level. This procedure will provide for meaningful reinforcement as a learning process to prepare for movement toward more complex problems as the representatives perceive the aspects of their tasks and interrelationships. It also provides for development of skills in a manner that he is comfortable with and can be utilized by him in his life style.

Another operating concept of staff development will be the team approach aimed at building group solidarity. The team approach merges line and staff functions, shortens the line of communication with the administrator and policy-making body, and provides for a greater degree of mutual responsibility and responsive reciprocal participation in the problem-solving process of attaining program goals. Holistic involvement can reduce some of the common organizational problems (e.g. motivation, identification, informal organization, dependency and independency conflicts) and enhance opportunities for staff growth and development. This indicates a highly structured setting within which the production staff (which in last analysis determines the success or failure of the organization) is provided a greater participating role in the problem-solving process. Within such a structure specific individual staff goals should be set on the responsibility continuum to measure growth and development and ultimately to establish norms for specific role assignments.

APPENDIX C

THE ACTIVITIES IN A PROGRAM OF THIS TYPE SHOULD NOT BE LOOKED UPON AS JUST A WAY TO PASS THE TIME OF DAY. THEY SHOULD BE MEANINGFUL IN A RECREATIONAL AND EDUCATIONAL WAY TO THE YOUNGSTERS.

FOLLOWING IS A LIST OF SUGGESTED ACTIVITIES: (Not Complete)

1. EXPLORER SCOUTING GROUPS. (9th grade only)
   Denver Area Scouting Council
   - a. Opportunities in science, aviation mechanics, engineering, industry, etc.
   - b. Possibility of school credit given which would apply toward graduation?

2. JUNIOR ACHIEVEMENT ACTIVITY.
   Local Service Clubs could sponsor. (Kiwanis, Optimist, etc.)
   - a. Items made to be kept or sold.

3. CLASSES IN WATER SAFETY AND LIFE SAVING. (all grades)
   American Red Cross
   - a. Use facilities of Red Shield Building, Churches, etc.

4. CLASSES IN FIRST AID. (all grades)
   American Red Cross
   - a. Use facilities of Red Shield Building, Churches, etc.

5. VOCAL AND INSTRUMENTAL MUSIC GROUPS. (all grades)
   Taught by DPS "substitute status" music teachers?
   - a. Show-Wagon possibility as culmination of activity?
   - b. All-School talent show.
   - c. Possibility of credit toward graduation?

6. DRAMA GROUPS (9th grade only)
   Taught by college drama students.
   - a. "Junior-League" type of performances.

7. GROUPS TO WORK TOWARD SCOUT MERIT BADGES. (all grades)
   Denver Area Boy and Girl Scout Councils.
   - a. Use facilities of community churches.
   - b. Opportunity to complete work which might never be done.

8. OUT-OF-SCHOOL READING GROUPS. (all grades)
   Denver Public Library Mobile Units & Local Library Branch.
   - a. Awards and certificates for outside reading activities.
   - b. Possibility of some remedial reading help?

9. SAFETY PATROL GROUPS. (all grades)
   Help nearby elementary schools with traffic problems.

10. SWEEPER BOYS AND CUSTODIAN HELPERS. (9th grade only)
    To work in nearby schools.

ACTIVITIES (CONT'D)

11. 4-H ACTIVITIES (all grades)
    Denver County 4-H Club.
    a. Work on various science projects.
    b. Use church facilities.

12. INTRA-MURAL ATHLETICS PROGRAM. (all grades)
    City Recreation Department, DPS Health Ed. Department
    a. Tournaments in softball, baseball, bowling, etc.
    b. Use City Park facilities.

13. ARTS AND CRAFTS PROGRAM. (all grades)
    DPS Summer Recreation Department for supplies?
    a. Part-Time college art students for instructors. (D.U., Regis, Opportunity School, Metro College, etc.)
    b. Use church facilities.
    c. Possible art credit toward graduation?

14. HOSPITAL VOLUNTEER WORKERS. (9th grade girls only)
    "Candy Striper" type of activities in nearby hospitals.
    a. Messenger and escort service, flower and mail delivery, etc.

15. SWIMMING ACTIVITIES. (all grades)
    YMCA, YWCA, CLEBERITY LANES, ETC.
    a. Possible swimming meets as culmination. (award ribbons)

16. MODEL BUILDING CLUBS. (all grades)
    a. Meetings and model work held in church facilities.
    b. Special model club rates at Celebrity Sports Center?

17. CHESS TOURNAMENTS. (all grades)
    a. Use church facilities.
    b. Beginning classes and advanced groups.

18. STUDY CENTERS. (all grades)
    a. Use church facilities.
    b. College students or parents for instructors?

19. CHILD CARE GROUPS. (8th and 9th grade girls only)
    Set up "baby-sitting" centers.
    a. Pre-school helpers in nearby schools.
    b. Assist in games, sports, story telling, art, etc.

20. SCHOOL-COMMUNITY BEAUTIFICATION PROJECT. (all grades)
    Keep Denver Beautiful Committee.
    a. Build neighborhood pride.

21. EDUCATIONAL FILMS. (all grades)
    Museum of Natural History - City Park.

22. YELL SQUADS AND PEP CLUBS. (girls only)
    a. Use church facilities.

ACTIVITIES (CONT'D)

23. DEVELOP A STUDENT "CODE OF CONDUCT" FOR LEISURE TIME.
    a. Interpersonal relationship awareness.

24. ART EXHIBITS. (all grades)
    Shopping Center could sponser.
    a. Possible awards and prizes.

25. OBSERVATORY STUDIES.
    City Park Museum.

26. CONDUCT SCHOOL-MEDICAL SERVICES DURING OUT-OF-SCHOOL TIME.
    (This would allow all of school double-session time for school work.)

27. CONDUCT DIAGNOSTIC TESTING AND EVALUATION DURING OUT-OF-SCHOOL TIME.
    (Set up remedial services for weaknesses in speech, reading, math, sight and hearing. Voluntary basis.)

28. ORGANIZE A TRAFFIC AND SAFETY CAMPAIGN.

APPENDIX D

MATERIAL AND EQUIPMENT REQUEST FOR SMILEY JUNIOR HIGH SCHOOL

1. English
   - a. three overhead projectors
   - b. three tape recorders
   - c. a library of modern films
   - d. a library of modern records
   - e. three portable record players
   - f. twenty podiums for speech activities
   - g. acoustical tiling in rooms not yet tiled
   - h. floor tile in rooms that do not have it
   - i. carpeting
2. Music
   - a. high fidelity records of classical music to supplement songs sung in class. RCA listening series, Music in Our Lives Series, etc. ($200.00)
   - b. flannel board for music reading instruction
   - c. color filmstrips and accompanying records of ethnic folk music. ($50.00)
   - d. movies obtainable on a rental basis of cultural and music nature. ($75.00)
   - e. tachistoscopic slides for music reading instruction ($50.00)
   - f. additional library books dealing with ethnic music and musicians. ($200.00)
   - g. supplementary choral and band music to suit interests of

disadvantaged students and to raise same. ($250.00)

- h. two tape recorders for use in music department. These should be equipped with earphones so specially prepared tapes can be played for one or two students at a time while others in the room do other music activities. ($500.00)
- i. a record turntable with two sets of earphones for "listening posts" in classroom for development of individual students. ($100.00)
- j. another phonograph for general music use. ($200.00)
- k. two school-owned clarinets for talented disadvantaged children. ($250.00)
- l. two trumpets for same purpose. ($250.00)
- m. forty melody instruments for music reading instruction. ($40.00)
- n. rhythm and recreational instruments. ($75.00)

3. Physical Education
    - a. trampoline
    - b. swimming pool
    - c. telephone
    - d. remodel boys' locker room
    - e. blacktop boys' area
    - f. permanent track-field area
    - g. soccer fields grassed in
    - h. ball machines for tennis

3. Physical Education cont'd.
    - i. adjustable tennis nets
    - j. archery stands and archery backdrop
    - k. sprinkler system (automatic)
    - l. aluminum high and low hurdles
    - m. pole vault poles
4. Business
    - a. blank caps for typewriter keys
    - b. special drill books for corrective purposes
    - c. file boxes
    - d. index cards

    (see separate sheet)
5. Home Economics
    - a. additional supplies for needy girls who cannot work as pupil aides to earn them
6. Science
    - a. many more films
    - b. group demonstration tables for science rooms without tables
7. Mathematics
    - a. sixty copies "Basic Modern Math", 1st Course, Eicholz et al. Addison Wesley Publishing Co., Inc.
    - b. sixty copies "Basic Modern Math", 2nd Course, Eicholz, et al. Addison Wesley Publishing Co., Inc.
8. Industrial arts
    - a. sabre saw (heavy duty)

8. Industrial Arts cont'd.

   b. hand drill, 3/8", (heavy duty)
   c. sander, orbital action (heavy duty)
   d. circular saw, hand, 6 3/4" blade diameter

9. Counseling

   a. complete equipment to use the I.B.M. system

10. Central switchboard and 8 additional telephones

11. Office equipment

    a. public address system
    b. one electric typewriter--main office
    c. four new typewriters
    d. desks, with typewriter well-four needed
    e. five posture chairs

12. Provide funds for indigent pupils for materials in Home Economics, Industrial Arts

APPENDIX E

PEOPLE AND GROUPS CONSULTED BY SMILEY TEAM

Larasa

Denver Opportunity Agency
Mrs. Mary Chavez
Mr. Charles Vigil

Core
Mrs. Wolcott
Mr. James Reynolds
Mrs. Schneider
Mr. Paul Hamilton
Mrs. Denny

Urban League - Project Leapfrog Staff
Mr. William Anthony
Mrs. DuBose
Miss Terasaki

Park Hill Action Committee
Mr. Jules Monshein
Mr. O'Neill
Mrs. Barnes
Mrs. Beth
Mrs. Brinkley
Mrs. Branscombe
Mr. Lupberger
Mrs. Gilbert
Mrs. Nelhaus
Mrs. Rubin
Rev. Kozelka
Mr. McCracken

Smiley Faculty Committee on Instruction
Mrs. Welch
Mr. Wisdom
Mr. Helper
Mrs. Georgopulos
Mr. Anderson
Mr. Weightman
Miss Ogura

Park Hill Improvement Association
Mr. C. F. Wibel

PTA Officers
Mrs. Lois Hanson
Mrs. Ed Naylor
Mrs. Jean Melville
Mrs. Eve Agur
Mrs. Ray Riffle
Mrs. Faye Alexander
Mrs. Katherine Bryant
Mrs. Gladys Gilchrist
Mrs. Inez Stafford

Northeast Park Hill Improvement Association
Mrs. Catherine Alexander
Mrs. Ricky Hale
Mrs. Dorothy Deitrich

PEOPLE AND GROUPS CONSULTED BY BAKER TEAM

Groups met with to determine what innovations the community desired in the Baker program:

1. Baker Administrators and Staff (as many as could be convened during vacation.) (3 administrators, 16 teachers, 1 social worker, 1 psychologist)

2. The Sun Valley-Las Casitas Improvement Association Board of Directors

3. West Denver Improvement Association

4. Latin American Research and Service Agency Education Committee

5. Denver Opportunity Staff

6. On-Job-Training director, Mr. Alfred Carillo

7. Mrs Helen Peterson, director, Commission on Human Relations

8. Mrs. Juanita Taylor, coordinator of Denver Housing Authority's Tenant Councils

9. Mr. Bill Ratzliff, manager, Sun Valley-Las Casitas housing project

10. Mr. John, liaison worker, Denver Housing Authority

11. Mr. Joseph Grose and staff, Recreation Director, Rude Park-Fairview Recreation Center

12. Mr. Sylvester Wessel
13. Mrs. Bertha Baca
14. Mrs. Lucy Lopez
15. Mrs. Sally Nunez
16. Mr. Robert Pena, social worker, Fairview School
17. Student group from Baker
18. Pta group from Baker
19. West Side Action Counsel, Bernie Trujillo

Individuals contacted by the Consultants.

Dr. Louis Fliegleo, University of Denver
Dr. Chet Ritey, State Department of Education
Dr. Fred Romero, State Department of Education
Dr. Doris Molbert, University of Denver
Dr. Art Warner, M.D. Health Department
Roland Breaux, Principal, Adams County
Juan Cordova, Social Worker, Jefferson County
Jules Mondshine, University of Denver

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